

**IMPROVING STUDENTS' WRITING SKILL THROUGH PICTURE MEDIA
IN GRADE X OF OFFICE ADMINISTRATION 2
OF SMK NEGERI 1 TEMPEL**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By:

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2011

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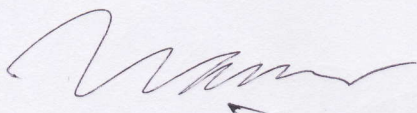
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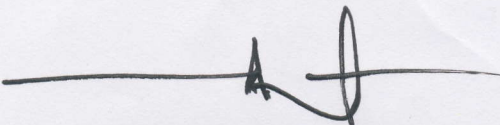
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MOTTOS

🍁 "Faith is taking the first step even when you don't see the whole stairs"

-Luther King

🍁 "In the middle of difficulty lies opportunity"

-Albert Einstein

🍁 'Improvement' is started from 'I'

-Unknown

🍁 "An expert is a person who has made the mistakes"

-Unknown

DEDICATIONS

This thesis is genuinely dedicated to:

🍁 *My mother Mrs. Erwantí and my father Mr. Wahyuđi
for the love, prayer, patience, and support. You're my
greatest motivation. I'm proud of having you. ☺*

🍁 *My only one brother, Ari WahyuSaputra
For the happiness and the time we share together.*



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All praise be to Allah SWT, Lord of the Worlds, the Almighty, and the most Merciful for all His loves and blessings so that I could finish this thesis.

In accomplishing the study, I thank a lot of people for the support, guidance, assistance, companion, and prayers. Thus, I would like to express my gratitude to:

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4. my only brother, *dhek* Ari for coloring my life,
5. my best friends in English Education Department, Ayiek, Rita, Yeye, and Nana, for giving me more strength,
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8. all of my friends and influential people in my life that I cannot mention one by one.

Finally, I realize that this thesis is not yet perfect. However, I do hope that this thesis may give some contribution to the future investigation in the English teaching and learning process.

Yogyakarta, May 27th 2011

The Writer,

Arum Wahyuningsih

06202241049

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ABSTRACT

This study aims to describe the efforts of using picture media to improve the writing skill of the students of Grade X Office Administration 2 of SMK Negeri 1 Tempel and to investigate whether the students' writing skill improves significantly through picture media.

This action research study consisted of two cycles, carried out in nine sessions from January 5th 2011 to February 2nd 2011. The researcher worked collaboratively with the English teacher and the students. The subjects of this research were 36 students of Grade X Office Administration 2 of SMK Negeri 1 Tempel. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator. The qualitative data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were obtained by conducting a survey and assessing the students' writing skill through a pretest and two posttests. Therefore, the quantitative data were students' responses to the questionnaire and students' writing scores. The data collected from class observations and interviews were analyzed based on the qualitative data analysis model by Miles and Huberman (1994). Meanwhile, the data collected from survey and writing tests were computed by using Microsoft Excel computer program and SPSS versions 17.0 and the results were analysed by using descriptive statistics.

The results of Cycle I showed that the use of picture media was effective to improve students' writing skills. Some actions were implemented in Cycle I: using pictures to improve students' motivation in writing, using classroom English in the teaching and learning process, and improving students' writing skill through pictures. Though the implementation of using classroom English was not maximal, the implementation of actions in Cycle I was successful to make the students familiar with English words. Therefore, the researcher improved the action in Cycle II by maximizing the use of English and minimizing the use of Bahasa Indonesia in the instructions. Besides, in Cycle II, the implemented actions included improving students' motivation in writing by using picture games, improving students' writing skill through pictures, and using tasks in improving students' punctuation and capitalization mastery. The actions implemented were successful in improving the students' writing skill. The findings were supported by the means of the students' writing score which improved from 59.31 in the pretest to 70.36 in the posttest in Cycle I with $t = -15.117$ ($p < 0.05$) and 75.91 in the posttest in Cycle II with $t = -7.282$ ($p < 0.05$).

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the compulsory subjects in Indonesian schools. One of the aims in English teaching and learning process is the mastery of the four language skills. Those skills are listening, speaking, reading, and writing.

Writing is one of the most important skills in language learning. One of the reasons is that it is related to the students' future need for occupational purposes for academic study, or for personal communication. Based on the standard of graduate competency stated by Permendiknas no.23/ 2006 Republic of Indonesia, in the writing skill, the graduate of vocational high school must be able to express meaning in written product in interpersonal and transactional discourses, formally and informally, in the form of expressing written requests and commands related to daily life. Therefore, the students must have a good mastery in writing to be able to write.

However, there are some considerations why writing is regarded as a difficult skill. Richards and Renandya (2002) mention that difficulties in writing arise not only in generating and reorganizing ideas but also in translating the ideas so that the readers can be easily able to understand about what is the writing about. They also proposed that second language writer should pay attention to the higher skills of writing; they are generating and reorganizing ideas. In addition the

second language writer should also pay attention to the lower writing skills such as spelling, punctuation, word choice, and so on.

In writing classroom activities, the students are asked to write about what is being discussed. The teacher gives instructions in writing and then asks them to write. Harmer (2004) proposes that writing in the classroom, taught by combining the process of teaching writing, involving encouraging the students to think about what they are going to write, by encouraging them to draft, reflect, and revise, and by responding their writing product. In addition, to make the students interested in the writing teaching and learning process, the teacher may use learning media. Learning media contributes to students' motivation in learning process of writing skill. They can stimulate students' idea to develop their writing.

However, some students regard that writing is difficult to master. Difficulty in gaining idea, lack of vocabulary, and low grammar mastery are the main problems in writing to the students of SMK Negeri 1 Tempel, especially the Grade X Office Administration class. In addition, writing involves some language components such as spelling, grammar, vocabulary, concordance, punctuation, coherence, and cohesion which the students do not master well. Writing also demands the coherence to link ideas between the sentences and requires the students to learn the rules of English grammar and mechanics such as the correct use of verbs, pronouns, noun concords, capitalization, and cohesive devices as well as commas and other marks of punctuation. In addition, there is no learning media which can support students' writing process. The teacher just asks the

students to write about specific theme and then gives them feedback. Such practices do not make the students interested in writing.

Considering the issues above, it is necessary to conduct a research study to improve students' writing skill to the students of Grade X Office Administration 2 SMK Negeri 1 Tempel by using learning media. Picture media can give the contribution to improve students' writing skill by stimulating the students in gaining ideas, building vocabularies, and improving students' grammar awareness.

B. Identification of the Problem

Since writing is regarded as a demanding skill, students' ability in writing is fairly average. They find writing difficult for the skills in writing are highly complex. The difficulty becomes more obvious if their language proficiency is weak.

Based on interviews, students of SMK Negeri 1 Tempel regard that writing is more difficult than others because it requires the students to think about their idea and then write the result of their thoughts into a piece of paper. In addition, the students have to consider about writing mechanics such as the correct use of verbs, pronouns, noun concord, capitalization, cohesive devices, and coherence.

The students have some problems in writing. The difficulty in gaining the idea, lack of vocabulary, and low grammar awareness are the problems in writing class. Those problems are considered as the reasons for low students' writing.

Writing activity requires the students to write after getting the model. As they regard that writing is difficult, it is possible for them to think that writing is not interesting. The students have to be stimulated through interesting activities to make them interested in the class.

In the teaching and learning process, the teacher seldom uses learning media. The teacher just asks the students to write and then after they have finished, the teacher makes a correction. Learning media can contribute to motivation in students' English learning. By using media, students can develop their idea and vocabulary. In addition, the using of media in teaching writing can make the students interested in the lesson.

C. Limitation of the Problem

Considering the problems above, it is impossible for the researcher to identify all of the factors influencing students' writing skill. In the later discussion, the researcher is going to limit the discussion into most crucial factor influencing students' writing skill that is learning media. The researcher implemented using of picture in English class to improve students' writing skill. Using picture in teaching and learning activities is regarded as an effective effort to improve students' writing skill as they are easy to prepare and organize, interesting, and meaningful. In addition, pictures contribute to motivation, a sense of the context of the language, and a specific reference point or stimulus (Wright, 1989).

The limitation is also done with regard to the population of the study. They are only the students of Grade X Office Administration 2 of SMK Negeri 1 Tempel.

D. Formulation of the Problem

Based on the limitation of the problem, the problem formulated for this research are as follows:

1. What are efforts to improve the students' writing skill of the students of Grade X Office Administration 2 of SMK Negeri 1 Tempel through picture media?
2. Do picture media improve students' writing skill?

E. Objectives of the Research

Based on the formulation above, the objectives of this research are to describe the efforts of using picture media to improve writing skill of the students of Grade X Office Administration 2 of SMK Negeri 1 Tempel and to investigate whether the students' writing skill improves significantly through picture media.

F. Significance of the Research

The significance of the research can be divided into two categories. They are theoretical and practical significances. Theoretical significance is related to the role of the research study in the development of theory. In this research, it is expected that this study can support or give insight to educational world that the use of pictures is beneficial to improve the students' or learners' writing ability.

Furthermore, practical significance is the one expressing people or parties that can be benefitted by the research study. The result of this research is expected

to be advantageous for some parties. They can be the teachers of English of SMK Negeri 1 Tempel, teachers of other subjects of SMK N 1 Tempel or of other schools, students of vocational high schools, principals of vocational high schools, and students of English Education Department of Yogyakarta State University.

The significances of the research toward the parties mentioned above are explained as follows:

1. The research can be used by the teachers of English of SMK Negeri 1 Tempel to be one of the sources to improve students' writing skill.
2. For the students of Grade X of SMK Negeri 1 Tempel, it will provide some input to improve their motivations in writing.
3. The research can be one of the references in choosing the media in teaching writing.
4. For the researcher, it will be an experience on how to conduct a research study.
5. This research can be used by other students of English Department of Yogyakarta State University, especially those who are interested in the same field by taking of its result.
6. It is expected that the result of the research can give contributions to the teaching and learning of English in vocational high schools.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Writing Skill

In the English learning, writing is one of the language skills in which the learners should master. In this part, here is a discussion on the nature of writing, writing a foreign language, English in Vocational High School, writing in Vocational High School, and teacher's roles in teaching writing.

a. The Nature of Writing

1) The Definition of Writing

Writing is one of language skills which have to be mastered by the language learners. In the end of the lesson, the learners are required to produce the written product. Brown (2001: 335) describes written products as “the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.” That statement shows that writing is not a simple and instant process. Therefore, to be able to write something good, students must do a lot of practices. It is done to get them used to write anything in the well-ordered steps. There are six steps of creating written work. There are drafting, structuring, reviewing, focusing, generating ideas and evaluation (Harmer, 2001: 258). Non-creative forms of writing, mostly in essay writing is called mode of writing. Richards and Schmidt (2002) classifies modes of writing into four. They are descriptive writing, narrative writing, expository writing, and

argumentative writing. In descriptive writing, the learners are required to write a verbal picture or account of person, place, or thing.

2) The Process of Writing

Writing is not merely instant process. It includes some process to create a writing product. Richards and Renandya proposes four main stages in writing; they are planning, drafting (writing), revising (redrafting) and editing. However, there are three more stages externally imposed on students by teacher; they are responding (sharing), evaluating, and post-writing. Below is the figure of writing process proposed by Richards and Renandya (2002).

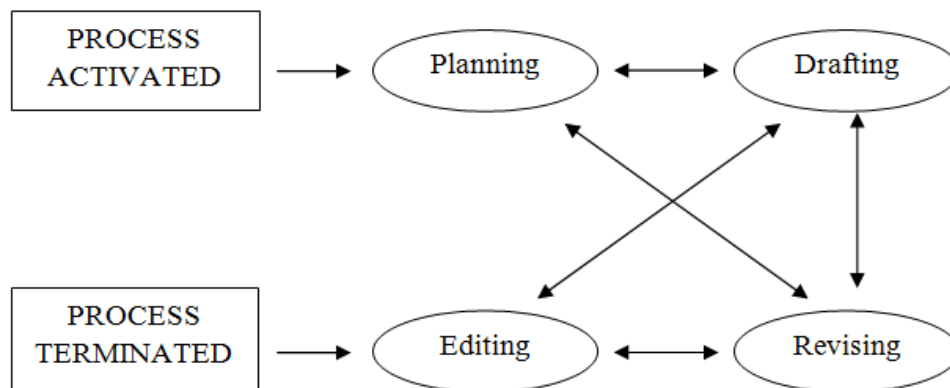


Figure 1: **The Writing Process by Richards and Renandya (2002)**

Writing process is not a linear process because after the writers plan, draft, and edit, they often re-plan, re-draft, and re-edit. Harmer (2004) points out that it tends to a recursive process and represents the process in different way; called process wheel. Below is the figure of the process wheel presented by Harmer (2004).

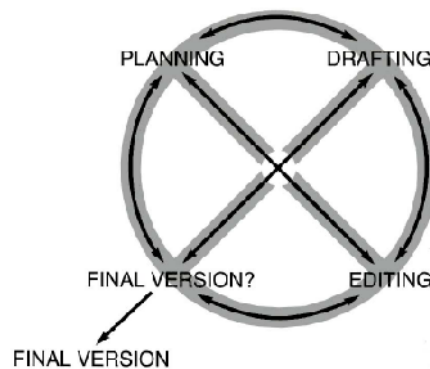


Figure 2: **The Writing Wheel by Harmer (2004)**

The figure shows that there are some directions in the process of writing. The final process in this wheel is in final version of writing product.

a) Planning (Pre-writing)

Richards and Renandya state that pre-writing stage is any activity that can promote students to write. Since it is the first stage in writing, the students should be stimulated so that they can get information and ideas what to write.

In this stage, Richards and Renandya (2002) suggest, there are some activities to stimulate the students. The activities are group brainstorming, clustering, rapid free writing, and WH-Questions. In group brainstorming activity, the students are grouped and they spew out any ideas in their mind. There is no right or no answers. It is aimed to flow the idea in students' mind and after that they can select the ideas and then develop the chosen ones into a draft.

In developing ideas, Hutchinson (2005) suggests to make writing more interesting by developing the ideas clearly and easy to understand, involving supplying specific details, examples, and reasons. She also suggests some methods of development; they are time, space, increasing complexity, support,

and climax. In time development, it involves describing events or steps in the order of occurrence. In space development, it involves describing from outskirts to centre or from left to right. Complexity development involves drawing a conclusion about the previous discussions. Support development involves completing the idea and general statement with the specific examples, details, and reasons. In climax development, it involves adding the most exciting moment or result.

In addition, Grenville (2001) points out four ways in getting ideas; they are making list, making a cluster diagram, researching or independent investigation, and free writing. Making a list is a kind of brainstorming. It involves writing anything that comes to mind. Making cluster is grouping the same ideas so that the writer can develop them easily. In researching or independent investigation, the writer finds out some information to use in the writing, while free writing means ‘non-stop talking onto the page’. In other words, free writing is called speedwriting or free associating.

Those are some ways in generating ideas proposed by some experts, however there are some factors which can stop ideas. Grenville (2001) cites that the voice of doom, ‘inspiration’, premature planning, and writer’s block are considered as the obstacles in generating ideas. Voice of doom here means feeling unconfident about the ideas. The writers with voice of doom always think that the ideas are not good. Writer’s inspiration sometimes comes from anywhere. It sometimes comes when someone is conscious or even unconscious. This means to get ideas, the writers have to let mind do brainstorming wherever it wants to. The

writers should have a time to think, time to plan, and time to let their mind think freely.

b) Drafting

Ideas are collected at planning stage, and then they are formulated to be a draft. At this stage, writers develop the ideas and are focused on the fluency of the writing. In the classroom writing activity, a teacher is an audience for students' writing. The students may also be encouraged to write for different audience such as for their peer, classmates, or family members.

After getting the draft, the writers will have the first product of writing. In classroom activity, the teacher responds to the students' products. However, responding to students' writing can be accomplished by their peers. Responding to students' writing is an important point to achieve good writing because there will be feedback from responders about the draft. Richards and Renandya (2002) point out that to responding students' writing can be oral or written, and it has a central role to play in the successful implementation of process writing. It is helpful for the improvement of writing draft.

c) Revising

At this stage, the writers review the texts based on the feedback given in the previous stage. Revising stage includes checking for language errors, content, and ideas organization. Muschla (2006) cites revising as the activity that makes draft better such as rereading, rewriting, reviewing, rethinking, rearranging, restructuring, tightening, deleting, moving, expanding, unifying, correcting, and redrafting. For many students, this stage can be both puzzling and frustrating since

they work had on draft but do not know how to make it better. That is why, guidance and encouragement of the teacher are needed by the students.

d) Editing

Editing stage involves checking and tidying up the texts since the writers prepare the final draft. This includes checking grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material as well.

Evaluating is accomplished after editing stage. In classroom writing, it is teacher who evaluates students' writing. In evaluating students' writing, the scoring may be analytical or holistic.

Post-writing is the last stage in writing. It includes publishing, sharing, read aloud, transforming text for stage performance, or merely displaying the texts. Richards and Renandya (2002:319) points out that post-writing may be used as a motivation for writing as well as to hedge against students finding excuses for not writing.

Grenville (2001) also cites that there are six steps in writing; they are getting ideas, choosing, outlining, drafting, revising, and editing. The first is getting ideas. The writer can do some ways in getting the ideas, like making a list, making a cluster diagram, researching or independent investigating, and free writing. The second step in writing is choosing. After the writer getting the ideas, he should choose an idea to be developed. The writer should also decide whether the writing is for imaginative writing or essay an essay. In the outlining step, the writer should divide the outline into three parts; they are the beginning, the middle, and the end. The fourth step is drafting. In this step, the writer begins to

write the paragraph and develop it. After drafting, the next step is revising. In this step, there are two steps, first is great opening sentence (GOT) and great final sentence (GFS). Revising also involves cutting, adding, and moving the draft. The final step is editing. After revising, the writer edits the writing product for its style, grammar, and pronunciation.

In addition, Williams (2003) states the various stages of composing writing product. They are invention (or pre writing), planning, drafting, pausing, reading, revising, editing, and publishing. Pre writing stage involves generating ideas, strategies, and information for a given writing task. Planning stage involves reflecting during on the material produced during prewriting to develop a plan to achieve the aim of the paper. In drafting stage, the writers are producing words that match the initial plan for the work. In pausing stage, the writers are not writing but they make reflection on what they have produced, usually it includes reading. Revising stage is an activity done by the writers to make changes after rereading to produce the better draft. Editing stage involves focusing on sentence-level concerns, such as punctuation, spelling, subject-verb agreement, and sentence length. The last stage is publishing. It involves sharing the finished product to the audience.

Each expert has his own statement about the process of writing. The terms of the stages may differ from one to another. However, the processes are almost the same.

3) The Types of Classroom Writing Performance

There are a lot of various genres in written texts, in contrast, the types of classroom writing performance is limited. It is considered from five major categories of classroom writing performance. Brown (2001) argues that the five major categories of classroom writing performance are imitative or writing down, intensive or controlled, self-writing, display writing, and real writing. The writing of description text is included into intensive or controlled writing. In this type of classroom writing performance, the task requires the learners to use the grammatical concept. Another form of intensive or controlled writing is guided writing. In guided writing, the task offers a series of stimulation. It loosens the teacher's control. An example of guided writing is the using of picture to drive the students in descriptive writing.

4) Writing Micro Skills

The students can be taught some micro skills of writing in order to get their achievement. Brown (2001:343) states that some of micro skills for writing involve:

1. producing graphemes and orthographic patterns of English,
2. producing writing at an efficient rate of speed to suit the purpose,
3. producing an acceptable and appropriate words,
4. using acceptable grammatical system,
5. expressing a particular meaning in different grammatical form,
6. using cohesive devices in written discourse,
7. using the rhetorical form and convention of written discourse,
8. appropriately accomplishing the communicative function of written text,
9. conveying links and connection between event and communicative relations,
10. distinguishing between literal and implied meaning when writing,
11. correctly conveying culturally specific reference in the context of written text, and

12. developing and using battery of writing strategies.

5) How to Teach Writing

a) Consideration between Speaking and Writing

Both speaking and writing are productive skills. People who speak and write are producing language. Though both skills are producing language, there are some considerations about the differences between speaking and writing. They are its time and space, participants, process, organisation and language, signs and symbols, and product (Harmer, 2004). The explanation on them will be discussed as follows.

(1) Time and space

Spoken language tends to be transient. It flies away on the wind. It means that spoken language is temporary. Written language, however, tends to be permanent and stay around. It means that written language can be read and reread.

(2) Participants

In speaking, the ones who produce the language can know whom they speaking to. On the other hand, people who produce language through written language do not know whom they write for.

(3) Process

Spoken language is an instant product. Since it is instant, speaker makes quick decisions about what to say, and then modify or change it, uses repetition, rephrase, and ‘time buying’ expression (such as *well, you know*). In contrast, the final product of written language is not nearly instant. The writer has a chance to

plan and modify as they like. The process is shown in writing wheel in the previous discussion.

(4) Organization and language

Harmer (2004) states that there are two clearest dissimilarities between speaking and writing are the level of correctness and the issue of well-formedness. Speakers may produce mispronunciation and use nonstandard grammar when they are speaking to someone. Their spelling mistakes and lack of grammar are far more harshly judged. However in writing, spelling and grammar error can be judged.

(5) Signs and symbols

Both speaking and writing have their own signs and symbols. In speaking, speakers use expression and gesture, stress, intonation as well as tone or speed variation, pauses, and whispering to convey meaning. Meanwhile, writing has fewer symbols than speaking, such as question marks, exclamation, underlining, as well as comma and other punctuations.

(6) Product

Since in speaking, speakers produce the language instantly, so there may be some mistakes and misinterpreting but it may happen questioning and interrupting during the communication so the product of speaking can be reformulated. However in writing, the readers expect the spelling to be correct, the nouns and verbs to agree with each other, and the punctuation and layout to obey the certain rules.

b) Strategies in Teaching Writing

Since speaking and writing are definitely different, the teachers should also consider about the way they teach. Harmer (2001) points out some strategies the teachers should consider in teaching writing. They are the way the teachers get students to plan, the way the teachers encourage the students to draft, reflect, and revise, and the way the teachers respond to their students' writing. Furthermore, each of them will be discussed below.

(1) The way the teachers get students to plan

The teacher can encourage the students to think what they are going to write. There are some ways of encouraging students to think about their writing, such as brainstorming and guided tasks which can lead them to plan for a forthcoming task (Harmer, 2004: 11). Besides, the teacher can also encourage the students about what the purpose of their writing is and who the audience of their writing is.

(2) The way the teachers encourage the students to draft, reflect, and revise

Harmer (2004) points out that in encouraging the students to draft, the teacher should teach them how the first drafts as efforts, not as final products. There will be also a reflection by the teacher and revision by the students in what they have written. One way in encouraging students to draft, reflect, and revise is by involving them in collaborative writing. The students are required to work in group to do correction and give contribution to final products.

(3) The way the teachers to respond to their students' writing

Teachers may consider the way they react their students' work. In making corrections, the teachers need to respond the students' work. The respond may involve talking to the individual students about the drafts or the teachers can read through the draft and write a note to notice for the students about the revision or the suggestion (Harmer, 2004). Especially this is appropriate when the class is working in a computer laboratory.

Hadfield and Hadfield (2001), however, states that giving feedback to the students about their progress can be discouraging for learners if their work returns with red ink, and this can cause a destructive effect on students' creativity, enthusiasm, and confidence. That is why, Hadfield and Hadfield (2001) points out some strategies for teachers in order to reduce 'red pen' effect by:

- (a) working with students since they are the one who writes,
- (b) getting the students to help each other to do correction, and
- (c) using certain symbols in correcting students' work to indicate that there is a mistake in certain line rather than correcting the mistake. It helps learner to identify their mistake made on their work.

c) Techniques to Make the Tasks More Concrete and Interesting

It is not easy for the students to write while they do not know who they are writing for or why. In the real life, the audience or reason of our writing are stated clearly such as writing personal letters, notes, and messages. In classroom writing, on the other hand, the students write for their teacher. However, if the teachers provide the students with a context for creating the text, they can make the task

more concrete and interesting. Hadfield and Hadfield (2001) cite some techniques which the teachers can use to make the tasks more concrete and interesting.

(1) Writing from picture

The students use picture to gain the idea. It is used as a starting point to create a text.

(2) Responding to a text

The teacher provides a text. The students are required to read and respond the text. The text is used as a source for the students to create their new text.

(3) Survey and report

This technique requires the students to gather information and then they will use the information to write the report.

(4) Visualization

The students close their eyes and visualize a scene which the teacher describes to them. Then they write about what they what imagined.

(5) Write and do

The students write series of instruction. Other students read the texts and respond in an appropriate way. They can create a tableau of a scene.

(6) Write and draw

The students firstly are asked to draw a picture then write a description of it. Then they pass their description to another friend who has to draw a picture from the description. After that, they match the pictures.

(7) Write and guess

The students write a text describing about something. Other students will read and guess what is being described.

On the other hand, Williams (2003) states a well-written paper is a goal in all composition classes. In addition he cites that applying rigid rules, studying grammar or composition topics, or reading works of literature does not improve students' writing. In the current-traditional approach, there is an assumption that students improve their writing by reading and discussing works of literature and by studying grammar and topics related to composition, such as "introduction," "thesis," and "transitions," and often students are asked to follow the rigid rules.

6) Teacher's Roles in Teaching Writing

Teacher's roles that are especially important in teaching writing are as motivator, resource, and feedback provider (Harmer: 2001). As a motivator, a teacher should motivate the students, create a right condition for the generation of ideas, persuade the students of the usefulness of the activity, and encourage them to make efforts. As a resource, a teacher should be ready to supply the information needed by the students. As a feedback provider, a teacher should give feedback and give respond positively and encouragingly to what the students have written.

Harmer (2004) states that a teacher has some crucial factor to perform when helping the students to become better writers. They are demonstrating, motivating and provoking, supporting, responding, and evaluating. In demonstrating, a teacher has to be able to draw the features of genre in specific types of writing. Sometimes, the students find some difficulties in the process of

their writing. This is the time for the teacher to motivate and provoke the students so that they can be motivated to continue writing. Closely with motivating and provoking, the teacher should also be supporting. The teacher should be available in the class so that when having the difficulties, the students can ask the teacher. In responding, a teacher should respond to students' writing progress. It is a draft and not always in a finished product. The teacher often (but not always) makes a suggestion for the draft so that the students can improve their writing draft. In evaluating, the teacher needs to indicate where the students wrote well and where they made mistakes, and then the teacher may award grades.

In addition, another expert states another role of teacher in writing class. Williams (2003) argues that teachers can be a coach of students' writing activity. Coaches intervene regularly in the learning process, immediately correcting students' mistakes, and giving reinforcement to the students.

7) Assessing Writing

Process of writing involves planning, drafting, revising, and editing. However, those are the processes done by the students. In order to know how well students' works are, the teacher makes a judgement about their works. The teacher assesses the students' work by scoring them in particular scale. Weigle (2002) mentions that there are two central considerations in scoring students' writing; those are defining the rating scale and ensuring that raters use the scale appropriately and consistently.

There are three main types of rating scale in the composition literature (Weigle, 2002). They are primary trait scale, holistic scale, and analytic scale. Furthermore, each of them will be discussed below.

a) Primary Trait Scoring

In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment (Weigle, 2002: 110). It is most closely associated with the work of Lloyd-Jones (1977) for the National Assessment of Educational Progress (NAEP), a large scale testing program for schools in the US. In this scale, a rubric is created which includes: (a) the writing task; (b) a statement of the primary rhetorical trait; (c) a hypothesis about the expected performance on the task; (d) a statement of the relationship between the task and the primary trait; (e) a rating scale which articulates levels of performance; (f) sample scripts at each level; and (g) explanations of why each script was scored as it was. As it takes an average 60 to 80 hours for each task, primary trait scoring has not been generally adopted in assessment programs though it provides rich information about students' writing ability.

b) Holistic Scoring

In holistic scale, raters read whole text, and then judge against a rating scale, or scoring rubric, which describes the criteria. Many assessment programs rely on this scale. TOEFL Writing Test is a well-known example of program which uses holistic scale as rating score. By using holistic scale, the raters do not spend much time. However, Weigle (2002) points out some disadvantages of this

scale. The first, a single score does not provide much information about writers' ability since it does not have multi-aspects about the specific criteria of writers' writing ability. Second, holistic scores are not always easy to interpret since there may be two or more criteria in the same score.

c) Analytic Scoring

In analytic scoring, there are several aspects of writing provided in single score. The aspects include some features such as content, organization, cohesion, register, vocabulary, grammar, or mechanics. The primary advantage of its scoring that it provides more detailed information about students' writing ability. In addition, analytic scoring can be used by inexperienced raters and it is appropriate to assess second language learners since it gives information to specific aspect of writing. However, since it has single score in different aspects, analytic scoring is regarded more time-consuming assessment though it is more reliable than holistic scoring (Weigle, 2002).

Assessment and evaluation are often used synonymously. However, they are the two different processes. Williams (2003) argues that assessment involves four related processes; they are deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information. On the other hand, evaluation involves judgements about students' writing based on the assessing information.

b. Writing a Foreign Language

It is believed that building an enthusiastic writing can help students to appear their motivation in writing particular genres or kinds of texts. Therefore,

choosing writing task and activity is very important because the appropriate writing task for the learners has a big role in developing their writing proficiency. Harmer (2004) argues that it is important for use to choose writing activities for our students which have a chance in appealing to our students and relevance to them.

Elbow (2000: 150) proposes that “obviously writing is more indelible or permanent than speech.” It means that speech is nothing but wind, waves of temporarily squashed air, waves that begin at once to disperse, that is, to lose their sound. Writing, on the other hand, stays there and stated in a paper or something we write on. Once we get it on paper it takes on a life of its own, separate from the writer. This makes the learners regard that writing is more difficult than speaking.

Writing foreign language is different from writing a second or even native language. The students are demanded not only about the content about the writing but also about the language composition of the writing in target language. Albrechtsen (2008) states a foreign language teacher and a mother tongue teacher should cooperate to ensure that students with poor L1 writing skills are given guidance that will help them improve their writing in both languages.

The writing class requires non-native students to write the foreign language which is not usual for them. The teacher should provide the stimulus for the learners to encourage them. Harmer (2004) points out that there are three kinds of input or stimulation in awakening learners’ creativity in writing, especially in writing a foreign language. They are visual input, auditory input, and

kinaesthetic input. Using picture in stimulating the learners to write their routines description is one of visual input.

Writing is closely related to grammar since in writing composition there are some constructions of grammar. Williams (2003: 172) cites grammar as:

“the tool people use to explore the complexities of language, and without that tool they are limited to superficial analyses of what is nothing less than the foundation of human culture.”

By this consideration, grammar is an important point in writing and students who do not know grammar much will be at disadvantage. Nevertheless, Williams (2003) points out that teaching grammar will not work in writing. Students may be able to do grammar exercises but cannot write well at all.

From time to time, experts have changed the ways how one teaches grammar effectively (Williams, 2003). *Traditional grammar* is the first type; it is taught in most schools. This was left by linguists in the 19th century because of its prescriptive rather than descriptive characteristics. Linguists replace traditional grammar with *phrase structure grammar* which is considered as the most effective grammar we have. However, in the mid-1950s, it was replaced by *transformational-generative grammar* since it was criticized for lacking of theoretical component. *Transformational grammar* emphasizes the fact that the grammar taught in the schools is almost totally out of touch with the actual study of grammar and language. Nevertheless, linguists are unhappy with it since an alternative grammar was proposed that offers more insight into the psychological foundations of language. It is *cognitive grammar* which helps the students

understand writers face when producing text, still it has no connection with improving writing at all.

c. English in Vocational High School

According to Permendiknas no.22/2006 about *Standar Isi*, English in vocational high school is an adaptive subject. The aims are to provide the learners English communication skill in communication context which is needed in the vocational field, oral or written language. The scope of English in vocational high school involves communicating using English in the level of *Novice*, communicating using English in the level of *Elementary*, and communicating using English in the level of *Intermediate*.

d. Writing in Vocational High School

Writing in vocational high school is different from writing in senior high school which is in the equal grade with vocational high school. Writing in vocational tends to be more specific in the vocational field.

According to Permendiknas no.23/2006 about *Standar Kompetensi Lulusan* for vocational high schools, there are some demands on writing in vocational high school. The demands are writing descriptive text, a memo, an invitation letter, notes, curriculum vitae, a message, reports, business letters, and other business documents. Those writing demands require the students to master the writing skill to achieve the goal of the study.

2. Teaching Writing through Pictures

a. Definition of Picture

Picture is a sketch of object(s) visualized in a surface of paper, board, wall, etc. In teaching media, it belongs to visual aid. Wright (1989) states that picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.

b. Advantages of Using Pictures in Teaching Writing

The teacher should motivate the students in teaching learning process by providing some interesting materials. It is a good idea to teach not only what kind of writing students are likely to have to do in English in the future, but also what kind of subjects and task they will enjoy. Harmer (2004) argues that this will help the teacher to choose writing tasks either because students need them or because they are likely to be motivated by them because the tasks are engaging in themselves. An engaging writing task involves students not just intellectually but emotionally as well. To make an engaging writing task, the teacher should provide stimulus to encourage the students to write. The stimulus can be pictures for those who are stimulated by visual input.

Pictures contribute to teaching language. Emphasizing in teaching writing, pictures can be stimulation for gaining the idea. Some things in the picture can build students' vocabulary mastery by mentioning some objects. The vocabularies can help students to construct the paragraph to write. There are variety of activities can be created by using pictures.

Wright (1989) explains that in language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus. By using

pictures, the students can be more motivated because pictures provide the real material which can be observed and identified by the students. This is in line with the statement of Akbari (2008) that picture can motivate students and nowadays, motivation is found to be important factor in learning everything. Pictures are also contextual in which a teacher can draw certain situation on them. Pictures bring the outside world into the classroom in a concrete way. They can improve students' stimulus because after observing the picture, the students will immediately need the vocabularies, idiom, and sentence structures to discuss or to explain what they see.

Writing products which are accompanied with pictures will make the readers more interested. Dils (2009) says that this is interesting to open a book that is both beautifully illustrated and beautifully written. The harmony between the written and the visual will be able to inspire and entertain the readers. It can be concluded that pictures also contribute to inspiring and entertaining.

Picture is one of visual aids used by the teachers to help learning. Using a picture in writing activity can help generate and capture plenty of ideas, which individuals can then adapt or select from to make their own back stories (Bearne and Wolstencroft). Raimes (1983) cited in Akbari (2008) states that pictures can help teachers and students in teaching and learning vocabulary, and other language components. In addition, picture can help students to imagine the real object. As pointed out by Krashen (1982) in Wright (1989), in EFL teaching, pictures are considered as an efficient tool for limited English proficiency learners

to increase their comprehension. It can be concluded that picture is very helpful for the teacher and the students in teaching and learning writing for its benefits.

Wright (1989: 17) cites some roles for pictures in productive skills.

- a. Pictures can motivate the student and make him or her want to pay attention and want to take part.
- b. Pictures contribute to the context in which the language is being used.
- c. The pictures can be described in an objective way ('This is a train.') or interpreted ('It's probably a local train.') or responded to subjectively ('I like travelling by train.').
- d. Pictures can cue responses to questions or cue substitutions through controlled practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

c. Classroom Activities Accompanied by Pictures

There are some activities in the classroom which can be accompanied by pictures. Below are the explanations of each activity.

1) Description

The teacher draws something on the board. Then the students write down some words that can be describe the picture. After that, the teacher erase the picture on the board then the students write the description of the pictures from their memory. The teacher can show a picture in front of the class instead of he/she draws it on board.

2) Description, comparison, and contrast

In this activity, the students are divided into pairs of students. Student A of each pair will get the picture while the student B of each pair will draw the picture. Student As will describe what they see in the picture while student Bs will draw the picture based on student As' description. In the end of the description,

they will compare the real picture and the student A's picture. They will make a discussion about the similarities and differences of both pictures.

3) Paragraph assembly

Prepare index cards with one sentence on each, which together form a paragraph about the picture. The teacher shows the picture in front of the class. The students are divided into pair of students or small group of students. The teacher has a paragraph describing about the pictures. He/she gives a sentence which describes the picture each pair or group of students. The task is to put the sentence into a good order by referring to the index.

4) Sentence combining

The teacher has a picture in front of the class. Each student has a sentence describing about the picture. Each student find a partner whose sentence will combine with the one he/she has. In this task, the students will need some conjunction such as *and, or, but, which, who, whom, while, through*, etc. After new sentences formed, they can discuss how to organize the sentences into a good paragraph.

5) Paragraph completion

The teacher prepares a paragraph about a picture but he/she omit the end of the paragraph. The task of the students is to complete the paragraph based on the picture given. After finishing the completion, the students can compare their work each other since every students has different ending of the paragraph.

6) Controlled composition

The teacher gives the students a paragraph which draws about the picture.

Below is an example of the paragraph.

***Catherine Hess** has a small bedroom. The room is very tidy and clean.*

***She** always sweeps the floor every day. **Her** bedcover's colour is blue like **her** favourite colour. The window in the left corner is big enough so that **her** room is very light and airy.*

Supposed the students are Catherine Hess. So they will rewrite the paragraph but with pronoun replacement. It is expected that the students will write a paragraph as below.

***I** have a small bedroom. The room is very tidy and clean. **I** always sweep the floor every day. **My** bedcover's colour is blue like **my** favourite colour. The window in the left corner is big enough so that **my** room is very light and airy.*

The replacement of the pronoun requires the students to consider about subject-verb agreement.

7) Guided composition

Ask the students to discuss in a small group to decide what they would write in the beginning of the paragraph with:

Catherine Hess has a small bedroom

or

Catherine Hess has a big bedroom

They list the detail they would write to construct a new idea about *Catherine Hess' bedroom*.

8) Role-play

Ask the students to work in pairs or groups. The teacher gives a picture to one of the student in each pair or group. The picture draws about a room of an apartment. The students who are given the picture are working for the apartment company as a marketing manager. They will advertise the apartment to the rest of students who are as customers.

9) Questions and answers

The students are divided into groups of four. Each group will have a picture. From the picture, the group will write down a number of questions. Then distribute the questions to the other group. They will work in group to answer the other groups' questions.

10) Beyond the picture

The students are divided into groups. They are distributed a picture of a room. Each group produces a description of other rooms in the same house might look like. Each of them will have the different room to describe. After finishing the description, they will work together to describe the whole house.

d. Class Organization

The teachers should consider about class organization when they will use a picture as their media. Wright (1989) points out that we can vary the activities by using the different types of organization. Wright (1989:10) also explains that “there are two basic ingredients to successful organization: the students should be

clear about what they are supposed to do, and they should have the language to do it.” Wright (1989) also describes the organization of the class to a class work, a pair work, group work, or pyramid grouping. The explanations of each organization are below.

1) Class Work

Class work involves whole class participation. Below are the different organizations of class work activities.

- a) One person, usually the teacher, can give the instruction or information to whole of the class.
- b) Make the arrangement circle or U shape. It is this organization’s advantage that the students can see each other properly.
- c) Divide the class into two big groups. This organization can be used to present drama activities, competition, and mass information-gap activities.

2) Pair Work

Richards and Schmidt (2002:381) argue pair work also pair practice as “a learning activity which involves learners working together in pairs.” Below are the different organizations of pair work activities.

- a) Basically, pair work means the students work with their neighbour. The students are given several tasks to accomplish the game, to solve a problem, or talk about something.
- b) In another organization, the students work with their neighbours then we call each pair as student A and student B. Next, the new organization are formed, the student A will work with another student A, so do student B will work

with another student B. The advantage of this organization is that each student must have responsibility.

- c) Pairs with continually change. It requires a space which is free of desks because of its flexibility.
- d) Work in pair then make a group from two pairs.

3) Group Work

Richards and Schmidt (2002: 234) describe group work as “a learning activity which involves a small group of learners working together.” In addition, Wright (1989:14) points out that “four to six students are the norm for group work.” The teacher can give the same task to each group or each of them to do the different task. Below are the different organizations of group work.

- a) Four to six students in a group then they work together to do the task.
- b) Divide the students into groups of four then a student of each group has the same information while the other try to find.
- c) Group the students then each group has to interact with the others.
- d) Divide the students into groups of four then each group discuss about a problem. Each student in each group has a responsibility to be the representative of the group. So there will be new groups consist of each representative of the groups.

4) Pyramid Grouping

Pyramid grouping is known as snowballing. Each student has the responsibility for the existing problem then each of them makes a pair. Then in the pairs they will discuss the problem and the idea of each student until they reach

the agreement. Next every pair has to make groups of two pairs. Each pair tells the other what they have agreed. The pairs then defend the agreement. Then the groups of four reach the agreement. Then two groups of four are combined into a group of eight students. Each group defend the agreement. This is repeated with two big groups and there will be a class discussion of what each group had agreed.

The different types of picture can be different use in the activities. The activities also can be modified from the types of picture. Types of picture can be pictures of single object, pictures of one person, pictures of famous people, pictures of several people, pictures of people in action, pictures of places, pictures from history, pictures with a lot of information, pictures of the news, pictures of fantasies, pictures of maps and symbols, pairs of pictures, pictures and texts, sequences of pictures, related pictures, single stimulating pictures, ambiguous pictures, bizarre pictures, explanatory pictures, and student and teacher drawings.

B. Relevant Research Studies

The previous studies conducted by some researches show that the use of picture can improve the students' writing skill. The students feel more enjoyable to learn. It means that learning media such as picture have a big influence on the students' skill improvement. Akbari (2008) concludes that the contribution of pictures in teaching vocabulary items to elementary Iranian EFL students lead to a higher level of vocabulary improvement. Hence, it will also work in writing activities since vocabulary is one of pre writing activities. In addition, Hsiu-Chih (2009) finds out most of the students believed that reading pictures stimulated their imagination and expanded their perspectives of the world. His findings also

indicate that the majority of the students considered them helpful in enhancing their language learning, motivating their reading and stimulating their imagination. Furthermore, Chen-Ying Li (2010) suggests pictures are used to draw the pupils' attention, and asking questions related to the topic of the story to activate the pupils' background knowledge. It means that pictures contribute to gain the idea for the students.

The previous studies underlie the writing of this study. They give a broader view on how picture media contribute to the English teaching and learning process.

C. Conceptual Framework

Based on the discussion above, writing is one of the important skills which has to be taught in EFL students. However, the skills involve in writing are highly complex. The problem is that the ability of them to write well is still average and their low proficiency of content, vocabulary, spelling, and punctuation. The difficulties in writing arise not only in generating and reorganizing ideas but also in translating the ideas so that the readers can be easily able to understand about what is the writing about. They also proposed that second language writer should pay attention to the higher skills of writing; that are generating and reorganizing ideas.

Regarding the problem above, the use of appropriate teaching media can be helpful since it is one of the learning elements in teaching and learning English. Pictures can stimulate students' ideas and widen them into larger paragraph since they contribute to interest and motivation, a sense of the context of the language,

and a specific reference point or stimulus. Pictures can be source or media as they are easy to prepare and organize, interesting, meaningful and authentic.

The problems stated above also exist in students in SMK Negeri 1 Tempel especially the students of Grade X of Office Administration 2. Hence, through this research, the researcher describes some steps to improve the students' writing skill of the students of Grade X of SMK Negeri 1 Tempel by implementing picture media in teaching and learning process.

The investigation done by the researcher starts from reconnaissance, identifying the problems, planning the actions to be implemented, implementing and observing the research, and then reflecting the implementations. The data were collected through interviewing the English teacher and the students, surveying the students' opinion towards English writing, observing the teaching and learning process and conducting writing tests.

With regard to the consideration above, the research tried to use picture media to improve students' writing skill of Grade X Office Administration 2 SMK Negeri 1 Tempel in the academic year of 2010/2011 since based on observations and interviews, there were some problems concerning the writing process. By using picture media in the writing teaching and learning process, it was expected that the students' writing skill could be improved.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a classroom action study. Kemmis and McTaggart (1988) cited in Burns (1999) state that action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: of planning, action, observation, and reflection. In addition, Burns (1994: 293; 1999: 30) states that action research is problem solving research in social situation to improve the quality of action within it. The action and observation stages are also called implementation stage. It could be concluded that action research is problem solving to improve the quality through the process of planning, action, observation, and reflection. This research was conducted in two cycles applying the model proposed by Kemmis and McTaggart by implementing actions using picture media in teaching and learning process.

B. Setting of the Research

SMK Negeri 1 Tempel is located in 17th kms of Magelang Street, Margorejo, Tempel, Sleman. There are some facilities in the school which can motivate the students in their learning and support their learning activities. They are a library, a computer laboratory which is connected to the internet, three secretarial laboratories, and a language laboratory. The action was implemented in Grade X Office Administration 2 which consists of 36 students. The research was implemented in nine sessions with ninety minutes in every session. The need

analysis was done in the first semester of the academic year of 2010/2011. The implementation of the action was conducted in the second semester of the academic year of 2010/2011 from January to February 2011.

C. Subjects of the Research

This research involved a number of people; they were the researcher, the English teacher of Grade X Office Administration 2, and the students of X Office Administration 2 in SMK Negeri 1 Tempel.

D. Data Collection

1. Research Instruments

There were two instrument types in this research. They were qualitative instrument involving observation guide and interview guide, and quantitative instrument involving questionnaire and writing test.

a. Observation Guides

The instrument for observing the class was observation guide. It was developed by the researcher based on the need of the research. The guide included tools to observe the opening of teaching and learning process, the main activities, and the closing. The content validity of the observation guide was assessed through expert judgement, in this case, the researcher's consultants.

b. Interview Guide

The instrument for interviewing the students and the English teacher was interview guide. It was developed by the researcher based on the need of the research. The questions in the interview included the obstacles in teaching and learning process. As with observation guide, the content validity of this

instrument was assessed through expert judgement, in this case, the researcher's consultants.

c. Questionnaire

The instrument for conducting survey was questionnaire. It was developed by researcher and given to the students. There were 20 statements related to the students' view in teaching and learning process before the implementation. The core of the statements can be seen in Table 1.

Table 1: **The core of statements**

No.	Investigated Aspect	Number of Statement (+)	Number of Statement (-)	References
1	Students' motivation in learning English	1, 2, 4, 5	3	Brown (2001) <i>Teaching by Principles 2nd ed.</i> Richards and Renandya (2002) <i>Methodology in Language Teaching.</i>
2	Students' responsibility in doing the tasks	6	7	
3	Students' participation in learning	8	9	
4	Students' interest towards writing	10, 12, 13	11, 14	
5	Students' readiness	15	16	
6	Students' ability in solving the difficulties	17, 19, 20	18	

Likert scale was used to score the statements. There were two kinds of statements; positive statements and negative statements. The score depended on kind of the answer. There were four answers. Each statement was scored based on the table of scoring in Table 2.

Table 2: **The score of statements**

Answers	Score	
	Positive (+)	Negative (-)
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Before being administered, the questionnaire was piloted to the students of Grade X Office Administration 1 who were not the subjects of the research. It was piloted to get the validity of the instrument. In this research, the researcher employed Cronbach's Alpha formula by using SPSS versions 17.0 computer program to find out the reliability of the instrument. The score of Cronbach's Alpha of the questionnaire was 0.723. This meant that the reliability of the questionnaire was high and indicated that the questionnaire was reliable.

Descriptive statistics was used to analyse the data by measuring the central tendency and dispersion. The central tendency measure in the research was mean and the dispersion measure was standard deviation. The value of the mean indicated the score of students' responses to statements, while the standard deviation indicated how the scores spread out. The researcher referred to quantitative data conversion proposed by Suharto (2006) to describe the result of the questionnaire. The quantitative data conversion is shown in Table 3.

Table 3: **Quantitative data conversion**

No.	Mean Score (\bar{X})	Category
1	$3.27 \leq \bar{X} \leq 4.01$	very good
2	$2.52 \leq \bar{X} \leq 3.26$	good
3	$1.76 \leq \bar{X} \leq 2.51$	poor
4	$1.00 \leq \bar{X} \leq 1.75$	very poor

d. The Writing Tests

The instrument for assessing students' writing skill was an essay consisting of a question. It was developed based on the School-Based Curriculum of Vocational High School Grade X of the second semester. The detail is illustrated in Table 3.

Table 4: **The blueprint of the writing test**

Standard of Competence	Basic Competence	Indicators	Materials
Being able to communicate in English on the Novice Level	Producing a simple discourse which is adequate in basic purposes.	- Expressing statements by using “there is/are” appropriately based on time and place of the event.	- Prepositions: in, on, at, under. - Sentences using “there is/are”.

The content validity of the writing test was established by referring to the standard of competence and basic competence of the School-Based Curriculum of Vocational High School Grade X of the second semester of English subject. On the other hand, the reliability of this instrument was established through the inter-rater reliability since there were two raters in scoring students’ writing. In determining inter-rater reliability of the instrument, the researcher employed a Pearson correlation formula of SPSS versions 17.0.

2. Data Collecting Techniques

There were two types of data, the qualitative and quantitative data. The qualitative data were obtained by observing the condition of the class and interviewing the English teacher of Grade X Office Administration 2 and the students of Grade X Office Administration 2. The data from observation were recorded in field notes while the data taken from interview were written in interview transcript. In addition, the quantitative data were collected by conducting a pretest and two posttests, and administering questionnaire to the students of Grade X Office Administration 2.

1. Classroom Observation

The observations were conducted twice in Grade X Office Administration

2. The researcher observed the students before the implementation and during the teaching and learning processes. The details were written in the field notes.

2. Interview

In order to get detailed information about the problems, the researcher held some interviews to the English teacher of Grade X Office Administration 2 and the students of Grade X Office Administration 2. The interviews were done in the need analysis and after the implementation in each cycle. The researcher recorded the interview process through voice recorder then she made an interview transcript.

3. Survey

The questionnaire was given to the students of Grade X Office Administration 2 in the need analysis. There were 20 statements and all of them were closed-ended statements. The questionnaire was about students' view related to teaching and learning in classroom writing activities.

4. Pretest and Posttest

Writing tests were conducted three times. The first test was conducted before implementing the actions. The second test was conducted after implementing the actions in Cycle I, and the last one was conducted after implementing the actions in Cycle II.

E. Data Analysis Techniques

The data collected from class observations and interviews were analyzed based on qualitative data analysis as stated by Miles and Huberman (1994). They state that analysis consists of three current flows of activity: data reduction, data display, and data conclusion drawing or verification. First, the data were collected. Then, in data reduction activity, the researcher did the process of selecting, focusing, simplifying, abstracting, and transforming the data from the field notes and transcripts. After that, the data were displayed. Miles and Huberman (1994) define display as an organized, compressed assembly of information that permits conclusion drawing and action. The last activity, the researcher concluded and verified the data.

The data collected from survey and writing tests were analysed by using descriptive statistics. The researcher used Likert scale. The results of questionnaire and writing tests were computed by using Microsoft Excel program to find out the mean and standard deviation.

F. Research Validity and Reliability

Anderson *et al.* (1994) cited in Burns (1999:161-2) explains five validity criteria in action research; they are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. However, the researcher applied the three of the validity criteria; they are democratic validity, outcome validity, and process validity.

1) Democratic Validity

Burns (1999) cites that democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. Thus, this research validated the data collection through interviewing the teacher and the students.

2) Outcome Validity

Outcome validity defined as criterion of validity which relates to the notion of actions leading to outcomes that are ‘successful’ within the researcher context (Burns, 1999). This criterion was applied to validate the data collection by looking at the result of the action.

3) Process Validity

This criterion relates to the dependability and competency of the research (Burns, 1999). This criterion was applied to validate the data by looking at the teaching and learning process during the implementation.

To avoid the subjectivity in analyzing the data and to get the trustworthiness, the research used triangulation through interview and observation. As stated in Burns (1999), triangulation is one of ways of checking for validity which aims to gather multiple perspectives on the situation being studied. In this research, the researcher used investigator triangulation. In this way, the research involved more than one observer in the same research setting to avoid the bias interpretation. To get the investigator triangulation, the researcher conducted the discussion about the results of the actions with the English teacher.

G. Research Procedure

This research adapted the procedure of Kemmis and McTaggart model. There were four main stages in each cycle; they were planning, action, observation, and reflection. The process of action and observation were also called implementation of the cycle. The process of the cycle can be seen in following figure.

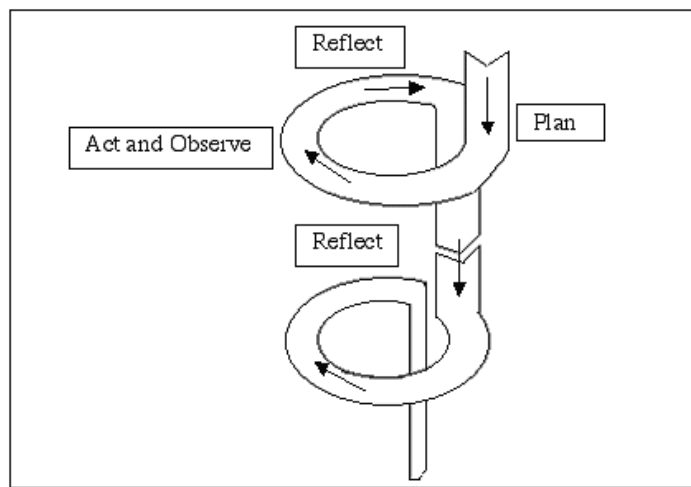


Figure 3: **Kemmis and McTaggart cycle model**

1. Reconnaissance

The first step in conducting action research is initial fact-finding. In this research, the researcher administered the questionnaire, conducted interviews and class observations to the students of Grade X of Office Administration 2. Based on the result of the questionnaire, interviews, and class observations, the main problem was on the students' writing skill. The students felt less confident to write in English and they lacked vocabulary. They also did not have idea about what to write.

2. Planning

In planning stage, the researcher made some planning to choose the actions that are feasible to be implemented. The researcher cooperated with the English teacher and another researcher. The data got from reconnaissance were processed to determine what should be done in the implementation. The researcher arranged the schedule for the implementation. The material taught continued from the previous meeting based on the syllabus.

3. Acting and Observing

As the planning was designed, the action was implemented in the class. The researcher implemented the action in front of the class, while the observer observed and recorded the situation and the process during the action. The researcher also noticed anything that found in the implementation. Based on observations, notes, and records, the research member discussed the process of implementation and its change. They evaluated the implementation of the action to improve the next action.

4. Reflecting

The reflection was conducted after the action was completed. All members of the research discussed circumstances concerning this action. It aimed to find out whether the actions were successful or not. If the action carried was considered successful, the researcher will continue implementing it. However, if the actions were not successful, the research members would try to find the improvement action so that the next action would be better.

H. Research Schedule

This research was carried out in Grade X of Office Administration 2 in SMK Negeri 1 Tempel students in 17th kms of Magelang Street, Margorejo, Tempel, Sleman. Firstly, it would be conducted from to October to December 2010 but it was postponed. The time schedule of the research is shown in Table 4.

Table 5: Time schedule of the research

Stage	Month																			
	Oct 2010				Nov 2010				Dec 2010				Jan 2011				Feb 2011			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Observation																				
Planning																				
Implementation (Cycle I)																				
Reflection																				
Planning																				
Implementation (Cycle II)																				
Reflection																				

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion. These are presented in three headings; reconnaissance, the implementation of the actions and discussions, and the results of pretest and posttest of the students' writing ability.

This action research adapted the Kemmis and McTaggart model. It was done in two cycles. The procedure consisted of the reconnaissance stage, planning, action and observation, and reflection. In the reconnaissance stage, the researcher with the collaborator worked together to identify the problem. Then, in the planning stage, they decided some plans to be implemented in the action stage. During the implementation, the collaborator observed the teaching and learning processes. Finally, in the reflection stage, they worked together, discussed, and reflected on the actions which had been implemented.

A. Reconnaissance

The first step in conducting action research is initial fact-finding. To identify the problems, the researcher conducted some class observations, interviews, and administered a questionnaire to the students. The observations were conducted in two meetings, October 12th and 13th 2010. The researcher also interviewed the English teacher of Grade X Office Administration on October 12th and to the students of Grade X Office Administration 2 on October 13th as well.

The questionnaire was also administered to the students of Grade X Office Administration 2.

1. Identifying the Field Problems

In identifying the problems, the researcher gathered the data through observations, interviews, and surveys. The observations were done twice in Grade X Office Administration 2. It aimed to identify the existing problems in Grade X Office Administration 2. The observations were done on October 12 2010 and October 13 2010, while the interviews were done on October 12 2010. In addition, the questionnaire was administered on October 13 2010.

Based on data in the interview transcript (I-01), (I-02) and (I-03) on pp. 113-115, and observation results (FN-01) on pp. 95, it could be concluded that some students are shy to express their idea in English. During the teaching and learning process, they speak in Bahasa Indonesia or even Javanese language. The students said that they do not like writing in English. They are not confident enough as well. In addition, they do not have idea about what is going to be written in English. That is why they feel afraid when they get an English writing assignment. Most of the students do not bring a dictionary in the English teaching and learning process. So they cannot have enough chance to consult to it. The teacher has difficulty in monitoring the students in writing process since the large number of the students and the limited time. These conclusions are said to be reliable and valid, especially democratic validity and process validity. They were concluded from the multiple voices and were observed during the teaching and

learning process. To support the qualitative data, the researcher administered questionnaire. The result of the questionnaire was shown in Table 6.

Table 6: **Students' responses to the questionnaire**

No.	Statements	Mean	SD	Category
1	I like English lesson.	3.53	0.51	very good
2	I want to have books which can help me to know more about English.	3.83	0.38	very good
3	I learn English only before the exam.	2.64	0.99	good
4	I have a special time to learn English at home.	2	0.89	poor
5	I take a note for the important points delivered by my English teacher in English subject.	3.72	0.57	very good
6	If there is an assignment from my teacher, I will immediately do it.	3.11	0.67	good
7	If I have difficulty, I am unwilling in completing the task.	2.31	1.01	poor
8	I always answer my teacher's questions in English subject.	2.39	0.84	poor
9	I tend to be silent when I do not understand my teacher's explanation.	2.39	1.05	poor
10	I like writing in English.	2.39	0.9	poor
11	I feel afraid when I get an English writing assignment.	2.36	1.02	poor
12	I try to complete my English writing assignment.	3.89	0.32	very good
13	Though I am not sure with the correctness of the grammar, I am confident to write in English.	3.28	1.03	very good
14	I do not have idea about what is going to be written in English.	1.69	0.92	very poor
15	I prepare the next materials of English at home.	2.53	0.88	good
16	I seldom bring a dictionary in English class.	1.56	0.91	very poor
17	When I find difficult words, I try to consult a dictionary.	3.83	0.51	very good
18	I am shy to ask the unknown things to my English teacher.	2.56	1	good
19	I try to discuss the difficult questions with my friends.	3.89	0.32	very good
20	I open my notes when I do not understand with teacher's explanation.	3.86	0.35	very good

From Table 6, it could be seen that some statements had low mean scores. Item number 4 showed that the students did not have special time to learn English at home. The students' low responsibility in completing the task could be seen in item number 7. Meanwhile, item number 8 and 9 showed the low students' participation in learning. Students' low motivation in writing could be seen in item number 10. In addition, item number 14 showed that the students had difficulty in gaining the idea before writing.

Table 7: The field problems found during the teaching and learning process

No.	Problems	Category
1	The students sometimes talked to their friends when the teacher was teaching.	Ss' motivation
2	The students regarded English as a difficult subject.	
3	The students had low motivation in English class.	
4	The students tended to be passive in English communication.	
5	The students felt less confident to write in English.	Ss' confidence
6	Some students were shy or afraid to ask questions to their teacher.	
7	The students were afraid of writing in English.	Ss' interest
8	The students did not find that English class is interesting.	
9	The students did not like writing in English.	Ss' mastery
10	The students lacked vocabulary.	
11	The students had difficulties in pronouncing English words.	
12	The students had a difficulty in English spelling.	
13	The students felt difficult in gaining idea in writing process.	Ss' responsibility
14	The students had limited time in completing writing task.	
15	The students seldom brought dictionary in the classroom because he students did not consider that dictionary is useful to help their learning.	Ss' readiness
16	The students did not understand the teacher's explanation when she spoke in English.	T's method
17	The teacher had difficulty in monitoring students in writing activity since the number of students is large.	
18	The teacher seldom used media to help the teaching and learning process because there was no teaching media to support the teaching and learning process in the language laboratory.	T's media

In brief, the field problems occurring during the teaching and learning process were shown in Table 7.

In addition, the researcher conducted a pretest to the student of Grade X Office Administration 2. The test was conducted on Tuesday, October 19th 2010. The students were asked to write a simple paragraph about their favorite room in their house. The result of the pretest was presented in Table 8 below. Its result showed that the student's writing score was still low.

Table 8: **The students' writing scores in pretest**

Data	Pretest	
	Researcher	English Teacher
Mean	60.3	58.3
Standard Deviation	3.46	3.3
Number of the students (N)	36	36

2. Determining the Research Problems

After getting the problems, the researcher collaborated with the collaborator and discussed the existing problems in Grade X Office Administration classes. The problems were related to students' writing skill. They classified and identified the problems. They concluded that students' writing skill were low since there were some problems causing it. Based on the writing score of the tests conducted by the teacher, the score of Grade X Office Administration 2 students were lower than that of Grade X Office Administration 1.

Some students of Office Administration 2 did not bring dictionary when they had English classes. Unfortunately, when the teacher asked them to bring the

dictionary, they did not do so. Meanwhile, they could consult to their dictionary if they found a difficulty.

The teacher seldom uses teaching media to help students' learning, whereas it can help students in increasing motivation and gaining idea. In addition, the students regard that writing is not interesting since they somehow do not have something to write. The teacher also stated the same problem in the interview. The problems could be concluded from the interview transcript (I-01) and (I-02) pp. 113-114. These problems were said to be valid, especially process validity and democratic validity. They were concluded from the multiple voices and were observed during the teaching and learning process.

3. Determining the Actions to Solve the Field Problems

After identifying the most important problems to be solved, the researcher and the collaborator discussed the point of those problems. They found that students' writing were very low. They tried to design the appropriate ways to improve the students' writing ability.

The researcher proposed picture media to be applied in the actions. The English teacher stated that pictures were seldom applied in the teaching learning process though they are easy to prepare. The researcher and the teacher had agreed to use picture as teaching media to be applied in the actions.

B. The Implementation of the Actions and Discussions

1. The Implementation of Cycle I

a. Planning of Cycle I

Regarding the existing problems that have been identified, the researcher and the collaborator planned some actions to solve the problems. The actions were

improving students' motivation in writing, using classroom English in the teaching and learning process, and improving students' writing through pictures. The problem solving is focused on improving students' writing ability. The researcher and the collaborator agreed that the researcher acted as the teacher in the class. These are the descriptions of the actions implemented in Cycle I.

1) Improving Students' Motivation in Writing

From the questionnaire result, the item of students' like in writing had low mean score. The students of Grade X Office Administration 2 (19 students or 52.78%) responded strongly agreed that they like English. On the other hand, 14 students of all agreed that they like writing in English and the same number of students disagreed that they like writing in English. In addition, statement number 4 was low responded based on the mean score. It meant that they have no idea when they were going to write something. The data show that the students like the English subject. Unfortunately they dislike writing in English and most of them do not have idea when they are going to write something. They considered that writing in English is difficult. Concerning the problem in students' motivation, the researcher planned to make the teaching and learning atmosphere interesting such as by accompanying pictures in writing activities so that the students would be motivated in generating ideas.

2) Using Classroom English in the Teaching and Learning Process

Based on the interview in need analysis, the students sometimes did not understand what the teacher said. The researcher planned to use classroom in the

teaching and learning process. It can help students to improve their vocabulary since they are more familiar with English in the classroom. The researcher used classroom English in greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. Though classroom English was applied maximally, the researcher planned to encourage the students with the synonymous terms and to give the meaning in Bahasa Indonesia when it is necessary.

3) Improving Writing through Pictures

In this research, pictures were used as teaching media to improve students' writing skill. They were applied in the teaching and learning processes in writing activities, such as in gaining idea and in improving students' vocabulary related to writing task. Since the text being learnt was descriptive text, the students should have rich vocabulary to describe certain topic.

Based on the interview in the need analysis, the students felt more interested in completing the tasks which accompanied with pictures. The using of pictures was also aimed to make the students interested in the topic. The various pictures were used to get student's attention.

b. Actions and Observations in Cycle I

The actions were carried out four times, on Wednesday, January 5, Tuesday, January 11, Wednesday, January 12, and Tuesday, January 18. Though the study was aimed to improve students' writing skill through picture media, the actions were implemented integratedly since writing skills involved the ability of listening, speaking and reading as the inputs. The genre of the text is descriptive

text. The pictures were selected appropriately based on the material being discussed. They were presented in front of the classroom and in students' worksheet as well. The researcher took action as the teacher in the classroom while the collaborator took notes and observed the teaching and learning process.

1) Improving Students' Motivation in Writing

The questionnaire result showed that the students did not like writing. Through interesting teaching and learning process, the researcher made the students interested in writing. By conducting the interesting teaching and learning process, it was expected that the students' motivation in writing was improved. The researcher also used pictures in pre-writing activities, for example in vocabulary building and expanding the topic. In vocabulary building, the researcher used pictures. The pictures were selected based on the topic being discussed. In expanding the topic, the researcher used the pictures to generate students' idea. They were required to write a text based on the pictures. Generally, during Cycle I, students' motivation in writing increased. This could be seen in a picture (P-01) on pp. 231 and described from the field note (FN-05) on pp. 101. It is said to be valid, especially process validity. It was observed during the teaching and learning process.

2) Using Classroom English in the Teaching and Learning Process

The researcher used classroom English in every meeting. It was aimed to make the students more familiar with the English words and how to pronounce them. The researcher used classroom English in greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students,

explaining the materials, and ending the lesson. When the students did not get what the researcher said, to avoid misinterpretation she tried to encourage the students with the synonymous terms and to give the meaning in Bahasa Indonesia as necessary as possible. Based on the data in the observation results (FN-08) on pp. 105 and interview transcripts and (I-13) and (I-14) on pp. 121-123, it could be concluded that the used of classroom English in the teaching and learning process was successful. The students felt confidence answering questions in English though sometimes they made some mistakes. The using of classroom English in the teaching and learning process was described in the field note below. These conclusions were said to be reliable and valid, especially democratic validity and process validity. They were concluded from the multiple voices and were observed during the teaching and learning process.

3) Improving Students' Writing through Pictures

Based on the result of questionnaire in need analysis, most of the students in Grade X Office Administration 2 did not have idea about what is going to be written. In addition, in interviewing the students, the researcher found that one of them regarded that writing in English is difficult. Based on the data in the interview transcript (I-02) on pp. 114, it could be concluded that the students also had difficulty in linking ideas among sentences in a paragraph. This conclusion was said to be reliable and valid, especially democratic validity since it was concluded from the multiple voices.

Pictures were used as teaching media to help the teaching and learning process. As stated in the syllabus, writing activities during the action was writing

descriptive text. In this action, the students were asked to make a descriptive paragraph. The paragraph was about the description a picture given.

The tasks in writing were accompanied with pictures. In addition, the pictures were also used in pre-writing activities such as in building vocabulary and in brainstorming. In Cycle I, the students wrote a descriptive paragraph but it was still guided by some guiding questions. It was aimed to generate students' idea about what to write. Field note (FN-10) on pp. 107 describes the activity in the classroom with the guiding questions.

The writing task was about describing a picture of a room. In the pre-writing activity, the students were introduced some words related to the topic. There were some things in the room could be described. In the first meeting, the activity involves introducing the vocabulary related to the picture. The vocabulary was about the activities shown in the pictures. They were asked to make a sentence from each word. In the second meeting, the students were required to fill in the blanks in the paragraph. There were some words in the paragraph about some things in a room. They were also required to make a simple paragraph describing what the people in their classroom were doing at that time. In the third meeting they were asked to mention some things in a room shown in the picture. Then, using the guiding questions, they made a simple paragraph about a room in their house. In the fourth meeting, they were required to arrange jumbled sentences into a good paragraph. After that, they made a simple paragraph about a room in a picture.

In this action, the students could also expand their topic. The result of the pretest showed that the students could not develop their writing well (see the sample of the students' pretest in Appendix 6). Their vocabulary mastery was also fairly poor. They had difficulties in spelling certain words. However, in this action, the writing process began by pre-writing activities such as building vocabulary for certain topic. After that, the students were asked to make an outline of what to write. Then, they made a sentence from each idea. The last, they linked the sentences by adding some supporting details and connective devices.

In the process of its implementation, there was also a pair work for the students. The students worked with their partner in observing the picture and sharing the information about the picture. That could help them much in gaining idea.

Based on data in the observation result (FN-07) on pp. 103, it could be concluded that the problem occurred in their punctuations and capitalization in this cycle. Though the students were better at gaining idea and developing topic, they still had problems in punctuation and capitalization. In the second exercise, there were still many mistakes. Most of the students had mistakes in putting a full stop in the end of the sentence and comma in a sentence which needs it. In addition, the mistakes existed in the capitalization of the beginning letter of someone's name. Besides, the wrong capitalizations occurred in the beginning letter of the name of village. These conclusions were said to be reliable and valid,

especially process validity. They were concluded based on the observation during the teaching and learning process.

To support the qualitative data, the researcher conducted a posttest after the implementation of the actions in Cycle I. the posttest of Cycle I was conducted on Wednesday, January 19th 2011. The result of students' posttest in Cycle I was presented in Table 9.

Table 9: **The students' writing scores in posttest of Cycle I**

Data	Posttest in Cycle I	
	Researcher	English Teacher
Mean	70.7	70
Standard Deviation	4.85	5.27
Number of the students (N)	36	36

c. Reflection of Cycle I

After implementing the actions, the researcher and the collaborator discussed the actions. They reflected on the actions and found out whether the action was successful or unsuccessful. The discussion was done based on the observations in the teaching and learning process, and opinions from the students and the teacher. All opinions were collected. The followings were the result of the discussion in reflecting on the actions that had been implemented in Cycle I.

1) Improving Students' Motivation in Writing

Based on data from the interview transcript (I-14) on pp. 122, the implementation of using pictures to improve students' motivation in writing was successful because pictures could contribute to students' interest and motivation. Most of the students were more interested in writing activities since the existence

of pictures. This conclusion was said to be reliable and valid, especially democratic validity and outcome validity.

In addition, based on data in the observation result (FN-07) on pp. 103, interview transcript (I-13) on pp. 122, and picture (P-02) on pp. 231, it could be concluded that by using pictures, the students could develop their ideas better. Each student could give the idea one by one. They looked enthusiastic. The ideas were poured in the form of words related to the topic. These conclusions were said to be reliable and valid, especially process validity and outcome validity.

From the conclusions above, it could be concluded that the students were more motivated in learning when accompanied with pictures. The finding was in line with Wright (1989) statement that pictures contribute to students' motivation and make them want to pay attention and want to take part. In addition, Calhoun (1999) states that the concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching the students to read and write.

However, based on data from the interview transcript (I-11) on pp. 120 and interview transcript (I-12) on pp. 120-121 there were still few students who did not show their improved motivation. This conclusion was said to be reliable and valid, especially democratic validity. The finding was concluded from the multiple voices. Thus, it was necessary to make them more motivated in writing English.

2) Using Classroom English in the Teaching and Learning Process

The implementation of classroom English was successful because the use of it could make the students familiar with English words. It was expected that their familiarity with English words can improve students' vocabulary and writing. The teacher said that the action should be continued in the next cycle to make the students more familiar with English words (Interview Script 13, January 19th 2011).

The researcher used classroom English in the teaching and learning process such as in greeting, giving instruction, giving explanation, and leave taking. If the students did not get what she meant, she repeated the words or sentences, especially in giving explanation since that could lead to students' misinterpretation. However, if the students still did not understand, the researcher translated the English words into Bahasa Indonesia.

Based on data from observation result (FN-07) on pp. 104, it could be concluded that there was a two-way communication between the researcher and the students in the teaching and learning process. It meant that the implementation of using classroom English was successful. This conclusion was said to be reliable and valid, especially process validity.

However based on data in the interview transcript (I-12) on pp. 121 and observation result (FN-05) on pp. 101, it could be concluded that the use of classroom English in Cycle I was not maximal. Some students did not know the meaning of some English words. One of the students said that the researcher spoke in English too fast. So, in student's opinion, the researcher should speak

slowly. Hence, the researcher should change the instructions in English to Bahasa Indonesia as it is necessary. These conclusions were said to be reliable and valid, especially process validity.

The researcher still repeated some instructions since the students did not know the meaning. Even, she translated the instructions into Bahasa Indonesia. Thus, in Cycle II it should be improved to make the students' familiar with the English vocabulary.

3) Improving Students' Writing through Pictures

The activities during the actions in Cycle I were accompanied with pictures. The students were asked to make a descriptive paragraph based on a picture. The pictures were about a room. Generally, based on data in the observation result (FN-08) on pp. 105, it could be concluded that this action in Cycle I was successful. The students' vocabulary mastery improved since they had some exercises in improving their vocabulary mastery through pictures. The students could develop their topic and idea in a paragraph. They also could add some supporting details in the paragraph. This conclusion was said to be reliable and valid, especially process validity. In addition, success in implementing pictures in the classroom activity was shown in the teacher's opinion in the interview transcript (I-14) on pp. 122. This conclusion was said to be reliable and valid, especially democratic validity and outcome validity.

Generally, based on data in the interview transcript (I-13) on pp. 122 and interview transcript (I-14) on pp. 122, it could be concluded that pictures help students in their writing. That is why the use of pictures to improve students'

writing skill was quite successful because by accompanying picture in the writing process, their writing organization was better than before. These conclusions were said to be reliable and valid, especially democratic validity.

Therefore, the success in using of pictures in improving students' writing skills is in line with Calhoun (1999), that words which accompanied with pictures induce students to classify their words, building concepts that enable them to unlock unfamiliar words. That could be a reason why pictures are useful in building students' vocabulary before writing.

The data shown in Table 9 showed that there was an improvement of students' writing score. The score was compared to the score of students' pretest. From the researcher scoring, there was an improvement from 60.31 to 70.7. Meanwhile from the English teacher scoring, there was an improvement from 58.33 to 70.

However, there were some considerations that the picture in the last meeting was unclear. It based on data in the interview script The opinion was stated by the teacher. She said, "... I think that was a good picture. But I am afraid that it could not be seen form the back side of the class since there were some small unclear objects" (Interview script 14, January 19, 2011). In addition, one of the students had the same idea, she said, "The picture was unclear for the small objects." Therefore, the researcher should provide the clearer pictures so that there was no difficulty both in the writing process and in the technical matter.

d. Summary of Cycle I

From the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful and unsuccessful actions were as follows.

- 1) The use of pictures to improve students' writing motivation was successful because it could contribute to their interest and motivation. The students said that the materials were more interesting when they were accompanied with pictures. The pictures were used in attracting the students' attention.
- 2) Classroom English were used in all parts of the teaching and learning process, those involve greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. However, some students did not know the meaning so the researcher should repeat the instruction. If they still had not got the instruction, the researcher translated it into Bahasa Indonesia as it was necessary.
- 3) The use of pictures to improve students' writing skills was successful because by accompanying picture in the writing process, their writing organization was better than before. The pictures were used in the teaching and learning activities. The students were required to make a paragraph describing the picture. They were able to develop the topic about the picture. They also made an outline before writing a draft. Their writing product was more organized. However, their mastery in writing mechanics was still low. That could be seen from their products; they still had some mistakes in punctuations and capitalizations.

e. Summary of Reflection of the Action Implementation in Cycle I

The implementation of using pictures to improve students' writing skill were accompanied with other actions such as using classroom English to make the students familiar with English words and using pictures to improve students' motivation in writing. In summary, the reflection of the implementation of those actions could be seen in Table 10.

Table 10: **Result of the reflection of Cycle I**

Components	Result in the Reflection	Conclusion of the Action	Recommendation for Cycle II
Using pictures to improve writing motivation	The students were more motivated in writing activity. The students could memorize better the vocabulary about a topic. They also developed the topic better.	Using pictures to improve students' writing would be continued in Cycle II.	Picture should also be modified with improvement activities, for example in game activity in Cycle II to improve students' writing motivation.
Using classroom English	Classroom English was successful to make the students more familiar with the English words.	The classroom English would be continued in Cycle II with improvement.	Using Bahasa Indonesia should be minimized. The difficult terms in English should be elaborated in words.
Using pictures to improve writing skill	The students' writing skill was improved since their writing was more organized and they could develop the topic.	Pictures to improve students' writing skill would be continued in Cycle II with improvement.	Besides on students' worksheet, picture should be presented in a big size on the board.

2. The Implementation of Cycle II

The strategic actions in the implementation of Cycle II were not much different of the strategic actions in the implementation of Cycle I. The descriptions of the stages in Cycle II were described below.

a. Planning of Cycle II

Based on the findings of Cycle I, the researcher and the collaborator discussed to plan some strategic action to solve the problem which still existed during the implementation of the actions. In solving the problem, the researcher and collaborator still used similar strategic actions in Cycle I to be implemented in Cycle II. Those strategic actions included improving students' writing motivation by using pictures, using classroom English, and improving the students' writing skills through pictures. However, the researcher and the collaborator planned some addition strategic actions which were expected to lead in a good writing, such as using picture games to improve students writing motivation and using tasks in improving students' punctuation and capitalization mastery. These were the description of the actions implemented in Cycle II.

1) Improving Students' Motivation in Writing

In improving students' motivation in Cycle I, there were some students who did not show their improved motivation. Thus, in this action, pictures were still used to improve students' writing motivation. However, this implementation was different from the implementation in Cycle I. In Cycle II, pictures were not only used in writing tasks. The researcher and the collaborator concluded to use picture games. The games were aimed to improve their motivation. This

implementation was expected to make the different activity in gaining the ideas. This action was considered from the interview transcript (I-09) on pp. 118-119. This conclusion was said to be reliable and valid, especially democratic validity.

2) Using Classroom English and Minimizing the Use of Bahasa Indonesia in the Teaching and Learning Process

The implementation of classroom English in Cycle I was successful to make the students more familiar with English words. The researcher decided to use it in Cycle II. However, the researcher just optimized the use of classroom English since in Cycle I there were some instructions translated into Bahasa Indonesia.

The use of classroom English in this cycle was still similar as that in Cycle I. It was used in some interactions including in greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson.

3) Improving Students' Writing Skill through Pictures

In this cycle, pictures were still used as teaching media to improve the students' writing skill since its success in Cycle I. From the results of interviews and observations, the students felt easier to have writing task accompanied with pictures.

The implementation in Cycle II was the same as that in Cycle I. The pictures were used in some activities; they were before writing activities and during writing activities. Considering from the implementation in Cycle I, the

researcher selected the clearer pictures. It was aimed to make the students understand the objects in the pictures.

4) Using tasks in improving students' punctuation and capitalization mastery

In Cycle II, the researcher added an action to improve the students' writing skill. This action was considered from the result of students' writing in Cycle I. The idea of students' writing in Cycle I was good and well organized. However, they still had low mastery in writing mechanics like punctuation and capitalization. Moreover, the aspect of punctuation and spelling was assessed in writing test. Thus, the researcher used some tasks to improve the students' punctuation and capitalization mastery. The tasks were about a paragraph without any punctuation and capitalization. Some of words in the paragraph were also spelled incorrectly. The students were required to correct the sentences in paragraph by giving the suitable punctuations and capitalizations and correcting the incorrect spelled words. The planning of this action was also considered based on the interview transcript (I-14) on pp. 123 which was validated by democratic validity.

Meanwhile, the comparison of the actions between Cycle I and Cycle II could be seen in Table 11.

b. Actions and Observations in Cycle II

The actions were carried out four times, on Tuesday, January 25, Wednesday, January 26, Tuesday, February 1, and Wednesday, February 2. The same as Cycle I, the actions in Cycle II were still aimed to improve students' writing skill and these were implemented integratedly in four language skills, they

are listening, speaking, reading and writing. The pictures were selected based on the materials and they were presented in front of the class and in the students' worksheet as well.

Table 11: The comparison of the actions between Cycle I and Cycle II

Cycle I	Cycle II
Improving students motivation in writing	Improving students motivation in writing by using picture games
Using classroom English in the teaching and learning process	Using classroom English and minimizing the use of Bahasa Indonesia in the teaching and learning process
Improving students' writing skill through pictures	Improving students' writing skill through pictures
-	Using tasks in improving students' punctuation and capitalization mastery

The same as Cycle I, the researcher took the action as the teacher in the classroom while the collaborator took notes and observed the teaching and learning process. The descriptions of the implementations were as follow.

1) Improving Students' Motivation in Writing by Using Picture Games

Different with the implementation in Cycle I, actions to improve students' motivation in writing were done by using picture games. In Cycle I, pictures were only used as teaching media to attract the students in English teaching and learning activities, especially in writing activities. On the other hand, in Cycle II pictures were used as media in game activities. In the game activities, the researcher provided some pictures.

The first game was about bingo game. It was implemented on Wednesday, January 26th 2011. The game was aimed to generate students' vocabulary about the picture. First, the researcher explained the students about the rule of the game.

The students were required to mention at least ten specific objects in the picture. They wrote them in a list. After they did this, the researcher mentioned any objects in the pictures. The students crossed any objects in their list which had been mentioned by the researcher. If the list of the objects were crossed, the student who made the list said 'bingo!' It meant that he or she had mentioned all objects that mentioned by the researcher and she won the game.

The researcher with the students began the game first with the common topic beyond the picture. It was aimed to make the students understand about the game. The topic was about 'wild animals'. The implementation of this action could be seen in the observation result (FN-11) on pp. 108 and picture (P-04) on pp. 232.

Based on data in the observation result (FN-11) on pp. 108, the students were enthusiastic in listing the wild animals. They worked individually though sometimes they asked their friends about the name of animal in English that they did not know. After the researcher mentioned any wild animals, four students said 'bingo!' together. They cheered and laughed. Some students were disappointed since they only had one or two animals left. Some students stated their disappointment. It meant that the students were very competitive to be a winner. These conclusions were said to be reliable and valid, especially process validity.

After the students tried the topic about wild animals, the researcher asked them to try another topic. The topic was about something in their classroom. Like the previous topic, the students were still enthusiastic. After they finished listing the things, the researcher mentioned anything about the classroom. At that time,

some students said ‘bingo!’ together. Some of them were the same winners in the first topic. They were cheered up and laughed.

The next three topics were about observing the pictures. The pictures were presented one by one. The students were required to observe and mention the objects in the pictures. The pictures were about rooms in a house. In this topic, some students said ‘bingo!’ together. They looked happy and enthusiastic.

The second game was ‘twenty-Q game’ or ‘twenty questions game’. However the researcher modified the game into ‘twenty statements game’. The game was aimed to encourage the students to describe an object in the picture. The implementation of this action could be seen in the observation result (FN-11) on pp. 107-108.

The first category was not an object from the picture. The category was a famous place in the world. The students were able to make statements about the place though sometimes they opened their dictionary or asked their friends. They also discussed about the answer of the game. Finally, they could answer correctly what is in the researcher’s mind. They looked happy. After answering the first category, they wanted the next category. For the second game, the students were the winner and they were happy. After that, the researcher asked one of the students to be a volunteer in front of the class to be the person who her mind was guessed by her friends. There were three students were interested and enthusiastic to take over the game. The students’ feeling about the game could be seen in the interview transcript (I-16) on pp. 124 and interview transcript (I-17) on pp. 125.

Based on data in the interview transcript (I-16) on pp. 124 and interview transcript (I-17) on pp. 125, by using games, the students were also motivated in English teaching and learning. They did not feel nervousness or shy. Moreover, one of the students felt more confidence and she did not afraid if she made mistakes. These conclusions were said to be reliable and valid, especially democratic validity.

2) Using Classroom English and Minimizing the Use of Bahasa Indonesia in the Teaching and Learning Process

Classroom English was still used during Cycle II. It was used in every meeting in the interactions during the teaching and learning process. The interactions were greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson.

As found in Cycle I, the implementation of classroom English was not quite successful since there were still translations in Bahasa Indonesia for some interactions such as giving instructions and explaining the materials. However, using of classroom English was helpful to make the students familiar with English words. It was also to make them familiar with the pronunciation of certain words.

In cycle II, the difficult words in English were not directly translated by the researcher into Bahasa Indonesia. Those words were elaborated in English. In the first meeting of this cycle (Tuesday, January 25th 2011), the use of classroom English was implemented by generating the students to speak in English guided

by the researcher. The implementation of this action in the first meeting in Cycle II was described in the observation result (FN-10) on pp. 106.

From the data in the observation result (FN-10) on pp. 106, it could be seen that the researcher minimized the use of Bahasa Indonesia and generated the students to speak in English. The students were able to answer the researcher's questions without using Bahasa Indonesia. In addition, the researcher added the gestures so that students were able to answer the questions, for example, if the students did not know that Mount Merapi was the answer of the question, the researcher pointed Mount Merapi. It was helpful in encouraging the students to speak in English. These conclusions were said to be reliable and valid, especially democratic validity.

In the second meeting of Cycle II (Wednesday, January 26th 2011), classroom English was also implemented in greeting the students. The researcher minimized the use of Bahasa Indonesia by using the synonymous expressions in English. The implementation of this action in the second meeting of Cycle II could be seen in the observation result (FN-11) on pp. 107.

From the observation result (FN-11) on pp. 107, it could be seen that the researcher used the similar expression to greet the students. First, the students did not know the meaning, but the researcher encouraged them by asking them to ask her the same question so that the students could know the response. These conclusions were said to be reliable and valid, especially democratic validity.

3) Improving Students' Writing Skill through Pictures

Pictures to improve students writing skill were still used in Cycle II. They were used in the pre-writing activities including generating ideas. Since the teaching and learning process were conducted integratedly in four language skills, the pictures were also used in activities in other language skills; those are listening, speaking, and reading.

In the first meeting of Cycle II (Tuesday, January 25th 2011), pictures were used in generating students' idea in speaking activities. The materials were about expressions of feeling and questions about event. The researcher provided two different situational pictures. The situations of both pictures were the recently events. The situation of the first picture was about the effect of Mount Merapi eruption. It was a condition of a small village namely Kaliadem after getting the effect of Merapi eruption. Meanwhile, the second picture was about a picture of cold lava flood. The picture was in a village namely Jumoyo in Magelang street. They were asked to discuss in pairs and make a short dialog about the picture. The activities in the first meeting of Cycle II could lead the students to expand the idea though in this meeting it was produced orally. After finishing in making the dialog, the students were asked to perform their dialogue in front of the class. The implementation of this action could be seen in the observation result (FN-10) on pp. 107.

In the second meeting of Cycle II (Wednesday, January 26th 2011), pictures were used as media in playing games. They were used in helping the students in generating ideas about the topic. The games were aimed to train the students in generating ideas and they were presented orally; that is through

speaking. That could lead to students' writing skill in the brainstorming stage or in generating ideas before writing.

In the third meeting, the pictures were used building students' vocabulary. The materials were about present continuous tense and prepositions. The students were asked to make sentences based on the pictures containing present continuous tense and prepositions. Based on data in the interview transcript (I-16) on pp. 124 and interview transcript (I-17) on pp. 125, students regarded that the existing of pictures was helpful in the gaining idea and the process of constructing a paragraph. Pictures also could help their vocabulary learning. These conclusions were said to be reliable and valid, especially democratic validity.

They were also asked to make an outline about what their friends were doing in the classroom. After that they made a paragraph by developing the outline. The researcher looked the students' writing. Some students asked and consulted about the outline to the researcher. In the last meeting of Cycle II, the students were asked to make an outline about them and their family. After that, they were asked to make a paragraph based on their outline.

4) Using Tasks in Improving Students' Punctuation and Capitalization Mastery

Task about punctuation and capitalization was an extra activity to improve students' punctuation and capitalization mastery. It was considered since there were still some students who forgot to put the writing mechanics in their writing. This implementation was conducted first by explaining to the students the use of certain punctuation and capitalization. Then, the researcher distributed tasks about a paragraph which there was no punctuation and capital letter in it. In addition,

some of the words were miss spelled. The students were required to correct the paragraph by putting the punctuations and capitalizations in the right place. The students worked individually but if they had difficulties they might ask the researcher. The implementation of this action could be seen in picture (P-03) on pp. 231.

Based on data in the interview transcript (I-12) on pp. 121 and interview transcript (I-13) on pp. 122, the implementation of this action was successful since some students said that they were more aware of punctuation and capitalization in a sentence or even paragraph. This conclusion was said to be reliable and valid, especially democratic validity.

As done in the end of Cycle I, the researcher also conducted a posttest after the implementation of the action in Cycle II. The posttest was conducted on Wednesday, February 2nd 2011. The result of the students' posttest in Cycle II was presented in Table 12.

Table 12: **The students' writing scores in posttest of Cycle II**

Data	Posttest in Cycle I	
	Researcher	English Teacher
Mean	76.6	75.3
Standard Deviation	4.06	5.34
Number of the students (N)	36	36

c. Reflection of Cycle II

The researcher and discussed the implementation with the collaborator to have a reflection about the actions. The reflection of each action was described as follow.

1) Improving Students' Motivation in Writing by Using Picture Games

Based on data in the interview transcript (I-15) on pp. 123-124 and the observation result (FN-11) on pp. 108, (FN-12) on pp. 110, and picture (P-06) on pp. 232, it could be concluded that the implementation of picture games was effective to improve students' motivation in writing. The researcher and the collaborator agreed that the students were more motivated in English subject because the implementation of games helped the students' in gaining the idea cooperatively. The students' worked together to be the winner in the games. These conclusions were said to be reliable and valid, especially democratic validity, process validity, and outcome validity.

Moreover, one of the students stated that the game were interesting and could help her in developing ideas. She said, "Like what I've said, that is interesting. ... Because we can mention some objects and we can know them and we can guess what's in the game. I think that can make me know the vocabulary that I haven't known before." (Interview Script 19, February 2nd 2011, pp. 119). It could be concluded that the game could lead the students' motivation in pre-writing activity. The students also felt easier in gaining the ideas. The finding was in line with the statement of Hsiu-Chih (2009) that reading pictures stimulated their imagination and expanded their perspectives of the world. In addition, it was also in accordance with the statement of Chen-Ying Li (2010) that pictures are used to draw the pupils' attention, and asking questions related to the topic of the story to activate the pupils' background knowledge.

2) Using Classroom English and Minimizing the Use of Bahasa Indonesia in the Teaching and Learning Process

Based on data in the interview transcript (I-20) on pp. 129, the implementation of classroom English was successful because the use of it could make the students familiar with English words. Classroom English was implemented everyday in the teaching and learning process such as in greeting, giving instruction, giving explanation, and leave taking. In explaining materials or giving instruction, if the students did not get what the researcher's meant, she elaborated the explanation or the instruction in English. It was combined with the researcher's gestures. It was helpful for the students to reach the explanation. The teacher agreed that the implementation of classroom English was effective to make the students familiar with English words. These conclusions were said to be reliable and valid, especially democratic validity and outcome validity.

One of the students stated that she understood the instructions or explanations in English delivered by the researcher. Though she could not catch every words delivered by the researcher, she could understand what the researcher meant. This could be inferred from the interview transcript (I-19) on pp. 127-128.

From the extract mentioned above, it could be concluded that the use of classroom English made the students familiar with English words and encouraged them to speak English. This finding was in accordance with Hughes and Moate (2007) statement that a positive classroom environment offers opportunities for students to use English and encourages them in their learning. The classroom environment itself plays an important role in students' language learning.

3) Improving Students' Writing Skill through Pictures

The activities during the actions in Cycle II were accompanied with pictures. Based on data in the interview transcript (I-20) on pp. 129 and picture (P-05) on pp. 232, it could be concluded that this action was successful to improve students' writing skill because pictures could be stimulus to encourage the students to write and to build ideas. The students could develop their outline to be a paragraph. There was also improvement in vocabulary. There were four aspects of students' writing evaluated by the researcher and the teacher. Those are content, vocabulary, spelling, and punctuation. The researcher and the teacher agreed that there were some improvements in each aspect. Generally, those four aspects in students' writing were improving from the first writing test, the second, and the third one. Some students stated that the existence of the pictures were helpful in improving their writing. One of them stated, "I can memorize better the vocabulary presented with pictures so in the writing activity I have a rich vocabulary" (I-19) on pp. 128. These conclusions were said reliable and valid, especially democratic validity and outcome validity.

This finding was in line with the statement of Akbari (2008) that pictures can contribute to the improvement of vocabulary mastery. It is expected that mastering the vocabulary can lead the improvement of the students' writing skill.

In addition, from the data of students writing test, there was an improvement of the result of the students' posttest in Cycle II. The result presented in Table 12 could be compared from the result of the students' posttest in Cycle I. From the researcher scoring, there was an improvement from 70.7 to

76.6. Meanwhile from the English teacher scoring, there was an improvement from 70 to 75.3.

4) Using Tasks in Improving Students' Punctuation and Capitalization Mastery

The implementation of this action was successful because the tasks could make the students more aware of punctuation and capitalization. The students were asked to correct the punctuation and capitalization in a paragraph. However, some of the students were still had few mistakes of punctuation and capitalization in their writing. The researcher and the teacher still found some capital letters in the middle of the words or sentences where should not exist.

d. Summary of Cycle II

From the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful and unsuccessful actions were as follows.

1) The use of picture games in improving students' motivation in writing was successful. The games made the students happy and more confident. The students also solved the problem cooperatively with their friends. The games were used effectively in pre-writing activity so that the students could develop what they did in the games.

2) Classroom English was used in all parts of the teaching and learning process, involving greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. The implementation of this action was successful with the few use of Bahasa Indonesia. The researcher elaborated the difficult words and combined the

use of classroom English with her gesture to make the students understand in the instructions and explanations. It was effective in making the students familiar with English words and expressions in English.

3) The use of pictures to improve students' writing skill was successful. The pictures were used in the teaching and learning activities. Though it was aimed to improve students' writing skill, the teaching and learning process was conducted integrately. The use of pictures in pre-writing activities was successful. It was used in the vocabulary building process.

4) The use of extra tasks in improving students' punctuation and capitalization mastery was successful though there were still few students did not master the punctuation and capitalization well. After implementing the action, they did not show their improved mastery on punctuation and capitalization. Some of them still made mistakes in writing mechanic.

Regarding the findings of Cycle II that all actions were successful in improving students' writing skill and the objective of this research was achieved, the researcher and the collaborator agreed to end this research in this cycle. The differences of students' writing in the teaching and learning process during Cycle I and Cycle II could be seen in Table 13.

C. Pretest and Posttest of the Students' Writing Skill

The findings stated that the implementation of picture media in improving students' writing skill was successful during two cycles. The findings could be inferred from the observation of the teaching and learning process, interviews with the students and the teacher of English. Moreover, it was also supported by a

pretest and two posttests. The pretest was conducted before implementing the actions while the posttest was conducted after implementing the actions. In the writing tests, the students were asked to make a simple paragraph, describing a specific topic. The assessors of their writing were the researcher and the English teacher. The aspects to be assessed were their content, vocabulary, spelling, and punctuation. The assessment process used a rubric adapted from Weigle (2002).

Table 13: The differences of students' writing in the teaching and learning process during Cycle I and Cycle II

Before the Action	After Cycle I	After Cycle II
The students were not motivated in writing activity.	The students were motivated in writing activity but they still had difficulty in gaining the idea.	The students were motivated in writing activity even some of them thought that writing was interesting and it could be done by an interesting activity that is game.
The students were not familiar with some English words and expressions.	Most of the students were more familiar with English words and expressions but with repetitions and translations into Bahasa Indonesia.	Most of the students were more familiar with English words and expressions with repetitions and few translations into Bahasa Indonesia.
The students' vocabulary mastery was still low.	Students' vocabulary mastery was improved but their spelling mastery was still low.	Most of students' vocabulary mastery was improved with less spelling mistakes.
The students' writing content were not organized and developed well.	The students' writing content was well organized and developed though with some mistakes in punctuation and capitalization.	The students' writing content were organized and developed well with fewer mistakes in punctuation and capitalization.

There were two raters of students' writing tests; they were the researcher and the English Teacher. The researcher used SPSS versions 17.0 to find the reliability of two raters. It was found that the inter-rater reliability was 0.790. It meant that there was a high agreement between the researcher and the English teacher on the consistency of the students' writing score and the scores were reliable.

The pretest was conducted on Tuesday, October 19th. The students were asked to make a simple paragraph about a favorite room in their house. They were not allowed to open a dictionary. Meanwhile, the first posttest was conducted on Wednesday, January 19th 2011. The students were asked to write a description about a picture. The picture was about a room with many objects in it. The second posttest was conducted on Wednesday, February 2nd 2011. The students were asked to make a description about what their family was doing. The second posttest was not accompanied with picture. That was aimed to know how effective the use of picture in the writing process. The students' writing product in the pretest and posttests could be seen in Appendix B. Meanwhile, the summary of the result of the pretest and posttests could be seen in Table 14.

Table 14: **The students' writing scores**

Data	Pretest		Posttest 1		Posttest 2	
	R	ET	R	ET	R	ET
Mean	60.31	58.33	70.7	70	76.6	75.3
Standard Deviation	3.463	3.295	4.85	5.27	4.06	5.34

R: Researcher; ET: English Teacher

Based on Table 14, from the researcher's and English teacher's assessment, it could be seen that the score of posttest of Cycle I was higher than the score of pretest. It could be concluded that the students' writing skill scores improved from both raters; the researcher and the English teacher. Meanwhile, the standard deviation for both raters in the posttest of Cycle I was higher than the standard deviation for both raters in the pretest. It meant that the students' writing score was more heterogeneous.

From the researcher's and English teacher's assessment, it could be seen that the score of posttest of Cycle II was higher than the score of posttest of Cycle I. It could be concluded that the students' writing skill score was improved from both raters; the researcher and the English teacher. Besides, the standard deviation for both raters in the posttest of Cycle II was higher than the standard deviation for both raters in the posttest of Cycle I. It meant that the students' writing score was more homogeneous which meant that there were more students got high scores.

In addition, to confirm the significance improvement of mean scores in the writing tests before and after the action, the researcher used the *t*-test. Burns (2010) states that *t*-test can be used in action research to give the significant value and to make the result more reliable. By using SPSS version 17, the researcher got $t = -15.117$ ($p < 0.05$) for pair 1 (pretest – posttest 1) and $t = -7.282$ ($p < 0.05$) for pair 2 (posttest 1 - posttest 2). The values showed that there was a significance improvement in the students' writing skill after the implementation of the action, i.e. using picture media. The result could be seen in Table 15.

From Table 15, it could be seen that the t value in pair 1 was negative. It showed that the mean score in posttest 1 was higher than that in the pretest. The t value in pair 2 was negative as well. It also showed that the mean score in posttest 2 was higher than that in posttest 1.

Table 15: **Paired sample test**

		Paired Differences				
		95% Confidence Interval of the Difference				
		Lower	Upper	t	df	Sig. (2-tailed)
pair 1	pretest-posttest1	-12.52445	-9.55888	-15.117	35	.000
pair 2	posttest1-posttest2	-7.10438	-4.00647	-7.282	35	.000

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Chapter V deals with three points. They are conclusions, implications, and suggestions. These points are presented as follows.

A. Conclusions

This study described the efforts of using picture media to improve the writing skill of the students of Grade X Office Administration 2 of SMK Negeri 1 Tempel. Firstly, this study was conducted from to October 2010 until February 2011. There were two cycles in nine sessions. In both cycles, the researcher implemented the use of picture media in the teaching and learning process with some accompanying activities such as using picture to improve students' writing motivation, using classroom English in the teaching and learning process, and using punctuation and capitalization tasks in improving students' punctuation and capitalization mastery. In Cycle I, there were some successful and unsuccessful actions. Therefore, the researcher planned Cycle II to overcome the unsuccessful actions. In Cycle II, the researcher conducted additional and revised the actions. By implementing those actions in Cycle II, the students' writing skill could improve. The improvement could be seen from the students' opinion and the collaborator's opinion about the actions. Besides, the researcher conducted the pretest and posttest after the implementation in each cycle. The result of students' pretest and posttest in Cycle I and Cycle II showed that there was an improvement of mean score on students' writing tests. The mean score of students' writing in

pretest was 59.31. Meanwhile the mean score of students' writing in Cycle I was 70.36 and in Cycle II was 75.91.

1. The Design of Actions in Cycle I

In Cycle I, the researcher implemented some actions such as improving students' motivation in writing, using classroom English in the teaching and learning process, and improving students' writing skill through pictures. There were some successful and unsuccessful actions in Cycle I. The successful actions were the implementation of improving students' motivation in writing, using classroom English, and improving students' writing through pictures. With those activities, the students were more motivated in writing activities and familiar with English words. In addition, their writing skill improved. However, there was one unsuccessful action in the first and second meeting; that is the use of classroom English was not maximum. There were some instructions and explanations translated to Bahasa Indonesia. Besides, though there was an improvement of the students' writing ideas and paragraph content, there were still some mistakes of punctuation and capitalization in their paragraph. Therefore, the implementation of classroom English in the teaching and learning process was improved in Cycle II by minimizing the use of Bahasa Indonesia and elaborating the difficult words in English. In addition, there was a punctuation and capitalization task to improve the students' punctuation and capitalization mastery.

2. The Design of Actions in Cycle II

In Cycle II, the researcher implemented some actions with some improvement in Cycle I. The actions were still focused on the implementation of

pictures. However, in this cycle, the researcher used pictures in games. Besides, the researcher also improved the use of classroom English by minimizing the use of Bahasa Indonesia and elaborating the difficult English words. In addition, the researcher gave the students a punctuation and capitalization task to improve the students' punctuation and capitalization mastery. By implementing the improved actions, the students' writing skill and their motivation in writing improved. In addition, they were more familiar with classroom English.

B. Implications

Based on the result of the action, it was found that the students were motivated in writing English and their writing skill improved. They also could gain the idea from a topic and develop it into a paragraph. In addition, they were more familiar with English words. The students felt more interested in the English subject.

The result of the study indicated that the process of teaching and learning accompanied with pictures could lead the students' motivation in writing and their skill improvement. The pictures contributed to the students' motivation and interest. Pictures also contributed in the stages of pre-writing activities such as in gaining the idea and developing it into a paragraph. In addition, pictures could help and ease the teacher to deliver the materials in the classroom.

C. Suggestions

1. To English Teachers

In the English teaching and learning process, especially in writing activities, the English teachers should use teaching media such as pictures which

could lead to the students' motivation and writing improvement. The English teachers should try to use pictures as pictures are easy to prepare and organize. However, the English teachers should be able to select the appropriate pictures to be implemented in the teaching and learning process. They also should modify the use of them in different and interesting activities.

2. To Other Researchers

In this study, the researcher conducted the research in nine sessions because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve the students' writing skill. The researcher expected that other researchers who will conduct a research in the same field have more activities accompanied with pictures so that the pictures are maximally used in the teaching and learning process.

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FIELD NOTES

Field Note No. 01
Tuesday, October 12th 2010
Time 8.45 – 9.30
Room P SMK Negeri 1 Tempel

Code: FN01

English class starts at 08.45 in room P. The researcher comes to the classroom with the English teacher. The teacher introduces the researcher to the students. The researcher speaks in English in introducing herself, so the students pay attention carefully. Sometimes the students laugh at their selves since they thought that the researcher is speaking unclearly. Some students are enthusiastic to ask question about the researcher though they are required to ask in English. After introducing herself, the researcher sits on the back side of the class. The teacher continues the material. The material is about adjectives. At the end of the meeting, the students are required to make a descriptive paragraph about their idol appearance. **The teacher speaks in English more and sometimes she speaks in Bahasa Indonesia or even Javanese language. Sometimes the teacher makes a joke to make the students interested. Some students sometimes are busy with their friends (talking about something).**

In the middle of the teaching and learning process, the teacher finds a student doing something with her hand phone. The teacher is angry since the students are not allowed to touch he hand phone during English class. Sometimes the students talk to the others. On their table, there are some English books but they are not opened. Some students take a note about the materials that is learned. The students, who do not pay attention to the teacher, are warned or get a question about the material. **The students feel afraid. Some students are shy to express their idea in English. If they want to ask a question to the teacher, they speak in Bahasa Indonesia or even Javanese language.**

In the writing activity, the students are not confident enough. When the researcher tries to look at their work, they are not confident. They say that they are shy. Most of the students do not bring a dictionary. So they cannot have enough chance to consult to it. The teacher has difficulty in monitoring the students in writing process since the large number of the students and the limited time. That is why, some of the students ask to the researcher.

Field Note No. 02
Wednesday, January 5th 2011
Time 8.45 – 9.30
Room N SMK Negeri 1 Tempel

Code: FN02

1. 08.48

The researcher enters room N. She asks how the students are and whether there is a student who is absent in teaching and leaning process. Then, she asks the previous materials. She delivers today's materials. It is about studying in the classroom. She also delivers that the grammar focus is about present continuous tense and the sentence containing there+be. The researcher asks the students related to the topic, "What is Miss Ayiek doing?" Most of them answer, "Writing." The researcher repeats the question, "What is Miss Ayiek doing?" The students still do so. Then some of them try to answer with the complete answer, "She is writing". The researcher confirms the answer, "Answer completely please." Then most of the students answer "She is writing". After that, she asks, "What are you doing?" The students answer together, "We are studying". The researcher responses their answer, "Good."

2. 08.55

The researcher gives two sentences in the form of present continuous tense. they are written in the board. The students are asked to analyse the sentences. The researcher asks to the students, "So, how is the form of these two sentences? Anybody knows?" One of the students answers, "Subject, plus to be, plus...", she stops to answer; other friends continue to answer, "Plus verb ing, Miss". The researcher replies, "Yes, you're right". She asks the students to repeat the formula which has been analysed, the students answer all together, "Subject, plus to be, plus verb ing". The researcher gives two more sentences in the form of negative present continuous tense and asks the students to analyse them. Then, she asks the students to conclude the formula of the sentences. The students answer, "Subject, plus to be, plus, not, plus verb ing". "Good," the researcher praises them. Then, she gives two more sentences. They are interrogative sentences in the form of present continuous tense. The students are also asked to analyse them. They answer, "To be, plus subject, plus verb ing". Then the researcher replies and praises, "*Waah, udah pada pinter ni...*" ("Wow, you are smart"). The students laugh. The researcher concludes the explanation and ends with a little joke by giving the title of the language focus 'PCT'. "*Ini bukan pecel tempe lo ya?*" (This is not pecel tempe). The researcher concludes the material with the students. Some of them listen to the conclusion while take notes.

3. 09.00

The researcher gives to sentences in the form of positive present continuous tense and asks the students to change them into negative and interrogative forms. Before doing this, the students are asked to read the sentences together. Some minutes later, the researcher asks, "Have you finished?" They answer, "No". The researcher replies, "*Ayo, siapa yang mau menuliskannya di depan? Kalau maju sambil menunjukkan nomer absennya*" (Come on, who wants to write the answer on the board? Show your number if you want to do so.)

4. 09.07

One of the students wants to answer. Other students yell at her. The girl who writes on the board says, "*Nggo kacamata ya pinter*" (I am wearing glasses so I am a smart student). The researcher encourages other students, "*Ayo, bagi teman yang tidak berkacamata, disaingi, tunjukkan kalau tidak pakai kacamata itu juga pinter*" (Come on, the one who does not wear glasses, show that you are able to do so). One of the students goes forward. Other students yell at her. The researcher reminds the students not to forget to put punctuations and capitalizations in the sentences.

5. 09.10

The researcher and the students discuss the answers on the board. Both students answer correctly. The researcher asks, "Any comment?" The students say, "No." She replies, "*Waah, berarti dah pada pinter ni.*" (Wow, you are already smart.) The researcher begins the topic about the ing-form. "Be careful to putting the ing-form in infinitive." They listen to her. She asks, "*Tahu maksudnya?*" (You know what I mean?). "Infinitive is the verb one, the pur verb, there is no addition. So the adding of ing-form for the infinitive is not the same for one infinitive to others. It is not just merely add the ing-form to the infinitive. For example, ride. The word 'ride' plus 'ing' is not 'rideing', but we have to omit the letter -e". The researcher continues and repeats the explanation in Bahasa Indonesia. The researcher also explain another form, such as the words end with -ie, vowel -ie will end with -y, for example the words tie dan die become tying dan dying. Then another form which has one syllable which ends with one vowel and consonant, after being added with ing-form, will have doble consonants in the end of the word, such as in the words dig dan sit menjadi digging dan sitting. Most of the students pay attention, some of them are busy with their firends, there is also a student looks sleepy. The researcher asks, "OK, so far, any question?" The students replies, "No, miss". The students keep the explanation on their notes.

6. 09.20
While waiting for the students taking notes, the researcher gives ten words and asks the students to change them into ing-forms. Some students ask individually to the researcher. They may feel more confident to ask the researcher individually. The researcher tries to reach the students who ask the questions. Some minutes later (9.30) the researcher asks, "Have you finished?" Then, the bell rings. "Okay, you may have break time". The students go out of classroom to have a breaktime.
7. 09.46
The bell rings. The students enter the classroom. The researcher asks, "Who wants to do the exercise?" Some of the students do the exercises and write them on the board. Then they discuss the answers with the researcher. There are two students answer incorrectly.
8. 09.53
The researcher adds the material about there+be by giving the students some sentences. From the examples, the researcher makes sentences with blank words so the students are asked to fill in the blanks with the form *be*. Most of the students are able to differentiate single *be* form and plural *be* form.
9. 09.56
The researcher distributes worksheet to the students about the materials they have learnt. She also asks the students to help her. The students do the exercise.
10. 10.13
Some of the students finish in doing the worksheet. The researcher walks around the students to see their exercise. Some minutes later, the researcher says, "Okay, most of you have finished, let's check the answer". The researcher and the students discuss the answers.
11. 10.15
The students are asked to answer the questions by being pointed randomly. After that, the student who takes in turn to answer the question should point her friend to answer the next question. After the discussion, the researcher asks, "Who gets ten right numbers?" Some students just look at their friends. The researcher repeats the question in Bahasa Indonesia. Then, some of the students raise their hands.
12. 10.22
The researcher begins to close the meeting, "So, how are you feeling? *Adakah yang merasa kesulitan?*" (Any problem?) The students reply together, "No." The researcher summarizes the materials with the students, "So, what have we learnt today?" The students do not answer. The researcher repeats the question. The students reply the question together with different answers. The researcher guides them to summary the materials orally. The researcher asks them, "So, any question?" The students replay, "No..." The researcher gives them homework. The students are asked to make three sentences in the form of present continuous tense and two sentences containing there + be.
13. 10.28
The researcher closes the session. "Okay class, time is up. Thank you for your attention. Have a nice day, wassalamu 'alaikum warahmatullahi wabarokatuh. See you next week". The students answer together, "Wa'alaikum salam warahmatullahi wabarokatuh. See you, miss."

Field Note No. 03

Code: FN03

Tuesday, January 11th 2011

Time 12.15 – 13.45

Room N SMK Negeri 1 Tempel

1. 12.18

The researcher and the English teacher enter room N. Some of the students are not ready yet since they just finished the break time. Some minutes later, the students are ready and the researcher begins to open the session, “Assalamu ‘alaikum warohmatullahi wabarokaatuh.” The students reply enthusiastically while taking their books from their bags, “Wa’alaikum salam warahmatullahi wabarokatuh”. The researcher asks how they are. Some of the students answer in doubt, “Not really fine.” The researcher asks why they do so. Some of them just smile and keep silent. Some of them look sleepy and tired. The researcher tries to ask a question related to the topic so that the students pay attention, “Anyone coming from Muntilan?” Some of the students raise their hands. The researcher asks to one of the students who raise their hands, “You, how did you go to school?” The student who is asked just smile and others students laugh at her. The researcher repeats the question, “As I know, Magelang Street is blocked by lahar dingin disaster. How did you go to school?” The pointed student reply, “Yes, miss. Muter-muter naik busnya, miss. Lewat Srumbung muter-muter, miss”. (Yes, Miss. We went around and passed Srumbung). The students laugh spontaneously. They laugh at her since she replies with the mix languages. After getting clearer, the researcher asks the absence. Nobody is absent.

2. 12.21

The researcher asks the students to remind the previous materials, “So, firstly, I want to recall your memory about our last meeting. What did we discuss about?” The students just keep silent. “Do you still remember?” The researcher tries to remind them by writing the letters PCT on the board. Then, the students answer, “Present Continuous Tense.”

3. 12.25

The students are triggered to repeat the summary of the previous meeting about positive present continuous tense, negative present continuous tense and interrogative present continuous tense. Most of the students answer without reading their notes, however, some of the students answer while reading their notes. Then they also recall the materials about there + be and how to use it.

4. 12.30

Some minutes later, the researcher asks the students to continue the materials, “Now we’re going to talk about there plus be, but we have also prepositions.” The researcher explains preposition of place, including *at*, *on*, dan *in*. The explanation of this material is done by using inductive method. The researcher presents the examples first, and then the students conclude. After explaining about preposition of place, the researcher continues preposition of time involving *at*, *on*, dan *in*.

5. 12.40

The same method in preposition of place, the explanation of preposition of time is done by using inductive method. The same method is also used in explaining preposition of position. Preposition of position which is explained involving *next to*, *between*, *behind*, *in front of*, *under*, dan *on*, dan *in*.

6. 12.50

After the researcher explains about three kinds of preposition, she gives an exercise to the students. The exercise is about filling in the blanks. The students are asked to fill in the blanks with the appropriate prepositions. Six students voluntarily answer the questions. A student answers incorrectly. Most of the students have the same answer with the incorrect one. Their problem is on the numeral of year begins with *on* (it is supposed to be *in*). They are influenced

with preposition *on* followed by date or day. Then the researcher explains again. For dates, it should be with preposition *on*, but if numeric of year, it should be with preposition *in*. Some students nod their heads. The researcher asks, “Any question?” One of them asks, “*Miss, kalau misal nama jalan itu pakai in atau at? Misalnya I live in Jalan Mangga atau pakai yang mana?*” (Miss, what about the name of a street, we use *in* or *at*? For example I live in Jalan Mangga or another one? The researcher replies, “*Kalau ada nama jalan, kita pakai at. Jadi bagaimana kalimatnya?*” (For streets, we use *at*. So how is the sentence?) “I live at Jalan Mangga”, the students answer. “Great, you did this”, the researcher says. Another student asks a question, “*Miss, kalau nama desa bagaimana? I live in Margorejo? Atau?*” (Miss, what about a name of village? I live in Margorejo? Or?) Some students discuss about the answer. “Okay class, class keep silent please, if there is no street we use *in*. So how is the sentence? I live bla bla bla Margorejo”. Most of the students answer, “*I live in Margorejo*”. “*Okay, correct*”, the researcher says.

7. 13.05

The researcher distributes worksheet to the students, “Okay, class, now you are to do an exercise about what we have discussed”. Some students look unwilling and they deny in different words, “*Aaaaaaah, gak mau miss. Capek, udah siang miss*” (Aaa, I do not want this. It is already afternoon.) The researcher tries to encourage the students, “*Eh, gak boleh gitu. Ini Cuma hanya latihan kok, tidak untuk diambil nilai. Lagipula apa kalian tadi sudah bisa tentang materi yang sudah dibahas bersama? Ayo dikerjakan bersama. Is it OK? Nanti kalau ada yang tidak bisa, bisa didiskusikan bersama teman*”. (You should not say that. It is just an exercise. I will not take the mark of this. Have you understood about the materials? Ok, let’s do together. Is it Ok? If you have a difficulty, we will discuss it with your friends.) Some of the students are motivated, “OK, miss.” The worksheet is distributed. The students who are already get the worksheet laugh since there is a man named ‘Karno Rano’. The researcher laughs as well. She asks, “Any question for the tasks? Read the direction first. If you have any question, just feel free to ask me.”

8. Firstly, the students are unwilling to do the exercise. But after that, the researcher brings the situation of teaching and learning become more relaxed with a little bit of chatting and joking. The students are entertained. Some of them begin to do the exercise seriously. The class becomes more silent. The students do the exercise silently.

9. 13.08

The students do the exercise silently. Some of them discuss with their friends. The researcher walks around to see the students’ work. Some of them consult to the researcher about the materials. Some students feel difficult in doing the exercise. They are shy to ask the researcher about their difficulties. Though she always tell the students to feel free and confident to ask her any questions.

10. 13.15

The researcher monitors the students and checks them whether there are some students do not understand about the exercise. Some of the students work collaboratively with their partner and other friends. Some students look bored and just make a drawing on their papers. The researcher tries to reach them and ask them about the exercise. They look flustered and try to hide their drawing. They start to continue the exercise. The researcher tries to guide them in order to make them sustain in completing the tasks. But some minutes after that, other students ask her and she moves to other students.

11. 13.37

The researcher asks, “Have you finished?” The students answer, “No...” The researcher walks to the back side of the class to see the students’ work. Most of them begin to do writing task. The researcher says, “*Okay, class, karena sebentar lagi bel, kita mulai bahas saja ya?*” (Ok, class, because the time is almost up, we should begin to discuss the answers.) They answer,

“Belum, Miss...” (We have not finished yet.) The researcher replies, “Okay, kita akan membahas task satu dan task dua saja. Okay?” (Ok, we will discuss the first and the second task. Ok?) The students answer, “Yes, Miss...” The third task is done at home. It is for their homework. They discuss the first and the second task. The

12. 13.45

The researcher closes the session. Before closing, she asks what the students have learnt. She also reminds the students to do the third task. The researcher begins to close the session and leads to pray.

Field Note No. 04

Code: FN04

Tuesday, January 11th 2011

Time 13.45 – 13.55

Teachers Room

The researcher meets the English teacher in teachers’ room. The researcher asks to the English teacher about the evaluation of her teaching during the actions in the two meetings. The teacher suggests the researcher to increase the volume of the voice because the students tend to be noisy and are busy with their friends. It causes they do not pay attention to the researcher’s explanation. The teacher found some students were busy with their friends. If the researcher can speak loudly, the condition of the classroom will be more conducive.

The researcher also asks about the distribution of the materials in every meeting. The teacher does not have problem with it but the researcher should consider about the syllabus and the time allocation. There are eight to ten meeting allocated to the KD 5. The English teacher suggests the researcher to be careful in managing the materials. There may be an incidental day-off in the school. That may be happen when English teaching and learning process exist.

Field Note No. 05

Code: FN05

Wednesday, January 12th 2011

Time 08.45 – 10.30

Room N SMK Negeri 1 Tempel

1. 08.48

The researcher enters room N. Some students are not ready yet. Some of them prepare their English book. The boards are still dirty. One of the students cleans the board. The researcher waits the student cleans it then she opens the session, “Good morning, class?” The students reply, “Good morning, Miss.” She asks, “How are you today” then they reply, “I am fine, thank you, and you?” She answers, “I am fine, too, thank you. Who is absent today?”. “Nobody”, they answer. They are still noisy and the researcher tries to calm them down.

2. 08.54

The researcher tries to recall the students about the previous material, “Well, first, let’s recall what we have discussed yesterday. What have we discussed about?” The students reply, “Preposition, Miss.” The researcher guides them to repeat the summary of the previous material. Some of the students still remember about the material, but some of them forget it.

3. 09.03
The researcher asks about the previous homework, "Okay, please submit your work". The students look at their friends. The researcher asks, "Well, do you remember that you have homework?" One of the students asks her, "*Miss, PR yang menulis itu, Miss?*" (Is it writing homework?) Other students reply, "*Belum, Miss. Sulit Miss*" (Not finished yet, Miss.) "*Iya, PR yang kemarin, menulis itu. Lho kok belum? Apanya yang sulit?*" (Yes, the previous meeting task. How come? What is the difficulty?) The students have difficulty in expanding the idea. Most of them do not do the homework. The researcher tries to explain how to develop the idea easily. **The researcher presents a picture to the students. It is aimed to make an outline. From the outline, she tries to develop a sentence from each topic with the students. From the sentences, an outline of paragraph is constructed. Then, they develop the sentences with supporting details and connective devices. The researcher asked to the students after making the outline. The researcher asks the students to make their own paragraph and she asks them to submit it if they have finished. The researcher asks whether they still have questions. No student asks her. They try to make an outline and develop it.**
4. 09.30
The breaktime bell rings. The researcher says, "*Okay, silakan istirahat dahulu. Nanti dikumpulkan sesudah istirahat ya.*" (Ok, please have a breaktime. Please submit after the breaktime.) The students answer, "Okay, Miss." They go out from the classroom.
5. 09.45
The bell rings. The students enter the classroom. Some of the students do the writing exercise. The researcher says, "Okay, finished? If you have finished, just submit your work. Pass to your friend in front of you." Some of the students submit their work. The rest are still busy writing.
6. 09.48
While waiting for the students's work submitted, the researcher writes sentences containing question words. Some students write what she writes on the board. The researcher continues the material, "Class, I just want to remind you. This is the material when you were in Junior High School. These sentences containing question words with the different functions." She asks the students to read each sentence. She also asks which part is called question word. The students answer, "Who, what, how, when, where, dan why." The researcher replies, "*Lha itu masih ingat, berarti tidak ada masalah ya untuk question words?*" (You still remember, so you don't have problem with it.) The students answer, "No, Miss." Only few students answer. The researcher adds the explanation, "Okay, so what is the functions of who, what, how, when, where, and why in question words?" The students keep silet. The researcher triggers them, "What is the function of 'what' here?" The students answer in doubt, "*Untuk menjawab...*" (To answer...) The researcher adds, "Here, 'what' is used to ask about one or more things. What about who?" The students answer, "*Orang, Miss*" (People, Miss). The researcher explains more, "Here, the word 'who' is used to ask about person. What about how? How, to ask about manners, when is to ask about the time, where is to ask about the place, while why is to ask about reasons." The students listen to the researcher. After explaining about question words, the researcher explains about future continuous tense, "What is the difference between present continuous tense dan future continuous tense, girls?" The students keep silent. The researcher triggers them to ask another question, "What is the purpose of future continuous tense?" Some students answers, "*Untuk menceritakan kejadian yang akan datang.*" (To describe the future events.) **The researcher writes two sentences on the board, a sentence in the form of present future tense and the rest in the form of future continuous tense. The students think. The researcher asks to them whether the pictures are same. They keep silent. Then the researcher repeats the same question. There is no student answering the question. Then she repeats the question in Bahasa Indonesia and then some students answer her question.** The researcher continues the explanation about present future tense.

7. 10.10
The students were distributed a worksheet of exercise 3. One of the tasks in this exercise is descriptive writing exercise. In that task, there are some guidance questions to help the students in making the paragraph. After all students get the worksheet, the researcher says, "Please read the direction first. Is there any question?" The students read at glance. Some students ask question to her, "*Miss, itu yang task lima hanya menjawab pertanyaan saja?*" (Miss, task five just answering the questions?) She answers, "*Coba dibaca dulu guidancenya, jadi itu hanya soal yang akan membantu kalian untuk membuat paragraf. Kalian boleh menjawab pertanyaan-pertanyaan itu, tapi nanti jawaban dari pertanyaan-pertanyaan itu digabungkan dalam satu paragraf*" (Read the instruction first. The questions are as guide for you to make a paragraph. You may answer those questions, but the answers are combined and linked in a paragraph.) Some students show that they understand, the rest discuss with their friends. The researcher reminds them to put punctuations and capitalizations appropriately, "Class, don't forget to put what, in the last part of sentence?" They answer, "Fullstop, Miss." She continues, "Okay, then remember, put the right punctuation and capitalization. Okay?" They reply, "Ok, Miss". They do the exercise. The first task is true-false listening section.
8. 10.25
The time is almost up. The researcher asks the students to discuss task one to task four. The last task (task five) is done at home.
9. 10.30
The bell rings but the discussion has not finished yet. There are five numbers left. The researcher finishes the discussion until the last number in task four.
10. 10.35
The discussion is finished. The researcher closes the session, "Okay, class, time is over. Thank you very much for your attention, don't forget to do your homework". "Okay, Miss, thank you", the students answer. "Good morning, wassalamu'alaikum warohmatullah wabarokatuuh." They reply, "Wa'alaikumsalam warohmatullah wabarokatuuh".

Field Note No. 06

Code: FN06

Wednesday, January 12th 2011

Time 10.35 – 11.00

Teachers Room

The English teacher suggests the researcher to be more strick to the students since some of them busy with their friends when the teaching and learning process. As a teacher, the teacher suggests her not to be ignored by their student because they will not be serious in the classroom. The better teaching and learning process is relax but serious.

Field Note No. 07

Code: FN07

Tuesday, January 18th 2011

Time 12.20-13.50

Room N SMK Negeri 1 Tempel

1. 12.20
The researcher enters the classroom but the students are not ready yet. Some of them are still in the outside because they do the prayer. The researcher stands in front of the class, waits for them sits down. They sit quickly. Some chairs are still empty.
2. 12.25

The researcher opens the session, “Good afternoon class?” Some of them are silent; some of them prepare the books and answer, “Good afternoon, Miss.” The researcher replies, “*Kok lemes banget? Good afternoon class?*” (You look unwilling.) The students say enthusiastically, “Good afternoon, Miss.” The researcher smiles for their enthusiasm. She replies, “How are you today?” They answer, “Fine, thank you, and you?” She replies, “I am fine, too, thanks. Who is absent today?” Two students say, “*Dua orang, Miss. Satu sakit, satu alpha.*” (Two people Miss, one student is sick, one student is no reason.) The researcher asks about their homework, “Do you remember that you have homework? Have you done it?” They answer directly, “No, Miss,” Some students say that they have done the homework. The researcher look disappointed, “*Kok ‘no’ itu bagaimana? Belum mengerjakan? How come?*” (No? You haven’t done yet? How come?) They say, “*Besok, Miss, janji besok dikerjakan.*” (Tomorrow, Miss. We promise.) The researcher look angry, “*Okay, saya tidak mau tahu, kalau yang mau mengumpulkan silakan dikumpulkan, kalau idak ya terserah anda, ini nilai tugas. Silakan dikumpulkan bagi yang sudah mengumpulkan.*” (Ok, I don’t care. If you to submit, just submit. If you don’t want to submit, don’t do so. It is up to you; this is an assignment. The ones who want to submit, please submit it in my table.) Some students promise to submit their work tomorrow. The researcher tells the students that next week there will be a writing test. The students are required to write by using a ballpoint.

3. 12.32

The researcher confirms the difference between the terms ‘switch button’ and ‘socket’ in the exercise last week. Most of the students take notes about the confirmation. Then, the researcher asks, “Any question so far?” They answer, “No, Miss.”

4. 12.37

The researcher reviews the previous meeting about punctuation and capitalization. In the second exercise, there are still many mistakes. The researcher presents the mistakes to the students generally. The students listen to her. In the second exercise, most of the students have mistakes in putting a full stop in the end of the sentence and comma in a sentence which needs it. In addition, the mistakes existed in the capitalization of the beginning letter of someone’s name. Besides, the wrong capitalizations occur in the beginning letter of the name of village. The students listen to the researcher. Some students take notes. The researcher says, “Any question?” They say, “No, Miss”. She adds, “If you have any question, please feel free to ask me.”

5. 12.40

The students have difficulty in developing ideas in writing. The researcher gives a tip in developing ideas to descriptive paragraph. They listen to the researcher carefully. **The researcher gives an example of a topic from a picture set on the board. Then the students are asked to do brainstorming any idea from the topic. Each student gives the idea one by one. They look enthusiastic. The ideas are poured in the form of words related to the topic. In the brainstorming process, there are twenty words and we selected twelve of them. From each word, the researcher asks the students to make a sentence from each word.** The researcher explains, “*Jadi dari kalimat-kalimat ini jika digabungkan akan menjadi satu paragraf. Untuk membuat paragraf menjadi luwes, antara kalimat harus ada connective devices, yaitu seperti kata and, or, kemudian but, then, dan bisa menambahkan adverb atau kata keterangan. Bisa kata keterangan tempat, waktu, atau cara. Any question?*” (So we combine these sentences into a paragraph. To make the paragraph well-mannered, we should add connective devices between the sentences, for example or, but, then, and we can also add adverbs. It can be adverb of place, adverb of time, or adverb of manner. Any question?) The students answers, “No, Miss.”

6. 12.45

The researcher distributes worksheet. There are three tasks in an exercise. The exercise is about the application of question words in a paragraph, arranging the jumbled sentences, and making a paragraph describing the picture.

7. 12.58
The students do the worksheet. Some of them make a noise. The researcher looks around to look at the students' work. Some of them ask to the researcher about developing a paragraph.
8. 13.34
The researcher asks, "Have you finished?" Some of the students say that they have finished; some of them say that they still have some numbers left. The researcher waits for two minutes and then she begins to discuss the answers with the students. How to answer the questions is randomly to the students and the student will point her friend randomly. Some students do not guess that they are pointed so they are shocked when their numbers are mentioned. **The researcher asks to one of the students who answers the previous question. She asks about what number the student will choose. The student chooses number seventeen. The student number seventeen answers the researcher's question. They communicate by using English. The students also answer the researcher's questions by using English.** The name of the student is Hella. After Hella finish answering the question, she points one of her friends to answer the next question. And so on until there is no question left. If a student cannot answer the question, the question will be discussed together and she who cannot answer will answer the next question. This method is regarded to be a successful method to make the students pay attention and be ready for the next questions.
9. 13.48
The discussion is finished. The researcher asks the students to submit the worksheet because task three will be assessed by her, "Ok class. Please submit the paper." The students submit their papers. Some of them are busy to put their books in the bag. The researcher closes the session, "Okay, now let's have prayer. Pray, due. Thank you very much for your attention. See you tomorrow, wassalamu'alaikum warohmatullah wabarokatuh." The students answer, "Wa'alaikumsalam warohmatullah wabarokatuh, see you, Miss, thank you, Miss."

Field Note No. 08
Wednesday, January 19th 2011
Time 08.45-10.30
Room N SMK Negeri 1 Tempel

Code: FN08

1. 08.47
The researcher enters room N. The students are still busy with their previous subject. They draw something. Some of them recognize that the researcher comes and they finish their drawing. Some students follow their friends. The researcher waits the students.
2. 08.50
The researcher opens the session, "Good morning students." The students answer, "Good morning, Miss." The researcher greets them, "How are you today?" They reply in different answers, "*Mumet, Miss.*" (Confused, Miss.) "I'm fine, thank you, and you?" The researcher replies, "I'm fine too, thank you. Why are you confused? Any problem? Just had examination?" They say that they are not ready in having writing test.
3. 08.53
The researcher prepares a post-test. She distributes the answer sheets to the students. She also prepares a big picture on the board. She asks for help from her students.

4. 08.57
The students are asked to write a paragraph which describes a picture on the blackboard. The paragraph should tell about the picture. The students may entitle their paragraph by their selves based on their imagination. The researcher gives instruction to the students by using English but she adds Bahasa Indonesia since some students ask her. She also reminds them to write by using a pen and write their name and their number in the answer sheet.
5. 09.00
The students do a writing test. They write an outline of a paragraph in another piece of paper. Then, after having a draft, they copy it to the answer sheet. From the observation, most of the students do not have difficulty in vocabulary, because the vocabulary has been presented in the previous activity.
6. 09.30
Breaktime bell rings. The researcher asks the students to do the test first then they can have breaktime after finishing the test. The students agree. The researcher walks around to look at the students' work. Some of the students still develop their outline.
7. 09.50
Some students begin to copy their writing to the answer sheet. Some students write theirs to the answer sheet directly. The researcher asks, "Have you finished?" The students reply with the different answers, "*Beluuuum, Miss*", "*No, Miss*", "*Masih membuat Miss, belum juga menyalinnya.*" ("Not yet." "I'm still writing the outline.") The researcher smiles and says, "*Okay, okay, tidak apa-apa. Dikerjakan dahulu, kalau yang sudah selesai diteliti* (It is Ok. Just do, if you have finished, reread it.) Don't forget about the writing mechanics, such as the putting of fullstops and commas, and the using of capitalization in the beginning of the sentence. Okay?" Some students nod their heads.
8. 10.02
One of the students finishes in doing writing test. The researcher ensures her, "*Are you sure with your work?*" She replies, "*Yakin kin kin, Miss.*" (Really sure, Miss.) The researcher says, "*Okay, kalau yang sudah yakin, silakan dikumpulkan.*" (Ok, if you are sure with your work, submit please.)
9. 10.12
The students submit their work. The researcher closes the session. After that, some students go outside the classroom to have breaktime.

Field Note No. 09
Wednesday, January 19th 2011
Time 10.35 – 11.00
Room N SMK Negeri 1 Tempel

Code: FN09

The English teacher found a student who has finished the writing test is busy with her friend and bother her friends. The researcher asks her to assess students' writing. She explains the rubric which is used in assessing writing. The rubric is adapted from Weigle's book, *Assessing Writing*. The English teacher evaluated that the picture which is used in writing test is small enough for the students who sit in the back side.

Field Note No. 10
Tuesday, January 25th 2011
Time 12.20-13.40

Code: FN10

Room N SMK Negeri 1 Tempel

1. 12.23
The researcher enters room N. As usual, the students are not ready yet. Some of them are still in the outside, toilet, and in another class. The researcher waits them enter the classroom and sit. Some students begin to prepare their English books. Some minutes later, some students enter the classroom.
2. 12.25
The researcher opens the session. She greets the students and then she say, "How are you today?" They reply together, "I am fine, thank you, and you?" She answers, "I'm absolutely fine, thank you. Alhamdulillah, you always fine. *Semoga jawaban 'I am fine, thank you, and you?' seperti itu gak hapalan ya?*" (You know 'I am fine, thank you, and you?' by heart ya?) The students laugh.
3. 12.27
The researcher asks the students to review the materials of the previous meeting about questions about events. They review the materials fluently; however some of them review by reading their notes. After that, the researcher reviews the materials about present continuous tense. Some students still open their notes when they review the material. After that, the researcher asks the students to review the material about there is/are.
4. 12.30
The researcher begins to ask the students related to the topic. She asks why some trucks stopped in Jalan Magelang this morning. Some students keep silent. The researcher asks again with the same question. They still keep silent. It can be noticed that they know the answer of the question but they are not confident enough. Later, one of the students answers directly in a short form. The researcher encourages her to answer in a complete sentence. She repeats the question, and then the students answer in a complete sentence. Then, she asks again whether they know where it happened. Some students answer in different answers. The researcher asks again why it happened. The students answer shortly. The researcher confirms students' answer and they answer in the complete sentence. The researcher accepts her answer. The researcher does not use Bahasa Indonesia, but she generates the students to speak in English with gestures which can help the students answer the questions in English.
5. 12.35
The researcher writes some interrogative sentences to ask an event. Some students take notes. After she finishes writing the sentences on the board, she reads them and followed by the students. After that, the researcher explains the functions of the sentences. Then, she confirms the students whether they are still confused. The students do not show that they are still confused.
6. 12.48
The researcher continues the materials about expressions of feeling after an event happens. She writes some expressions to show the feelings on the board and then she reads them one by one and followed by the students. She also gives the use of each expression in conversations.
7. 13.00
The researcher asks the students whether they still have difficulties about the questions about event and the expressions. The students answer, "No, Miss". The researcher distributes a sheet of dialogue to them. Two students practice the dialogue. Other students listen to them. Then, two more students practice the dialogue. The students and the reasearcher analyse the dialogue. The students are asked to find the questions about event and expressions of feeling.
8. 13.10

The researcher puts two pictures. The first picture is about Merapi eruption, while the second one is about cold lava flood. The students are asked to discuss in pairs to observe one of the pictures they have chosen. They are also asked to discuss what information got from that picture. They are asked to make a short dialogue about the picture. The dialogue contains questions of events and should be added some expressions of feeling.

9. 13.35
The researcher walks around the class to look at the students' work. Some minutes later, she asks, "Finished?" Some of them have finished and some of them have not finished yet. The researcher asks them to practice their dialogue they have made. After pair students practicing the dialogue, she asks another pair to practice the dialogue. She also asks them to comment their friends' performance. There are three pairs of students practice their dialogues. The researcher asks them to submit the dialogues.
10. 13.48
The time is almost up. The researcher asks the students to summarize the materials they have learnt. And then she closes the class, "Okay, time is up. Let's have prayer before leaving the class. Pray, dear. "Thank you very much for your attention. Wassalamu'alaikum warohmatullah wabarokatuh." The students answer, "Wa'alaikum salam warohmatullah wabarokatuh, see you Miss."

Field Note No. 11
Wednesday, January 26th 2011
Time 08.45 - 10.30
Room N SMK Negeri 1 Tempel

Code: FN11

1. 08.48
The researcher enters the classroom and greets the students. The students answer enthusiastically. The researcher asks the students with different question (usually 'how are you today?'). She uses 'how's life?' The students keep silent; some of them turn their head to their friends. The researcher asks again with the same question. The students still keep silent. The researcher asks them with the usual question. They answer, directly. The researcher smiles to them and she responds their greeting. The researcher writes the two sentences 'how's life' and 'how are you today' on the blackboard. She asks one of the students to ask her 'how's life?', and then she replies, "I'm fine thank you. How's life?" The students laugh. The researcher asks again. They answer, enthusiastically. The researcher smiles to them and she responds their greeting. First of all, I'd like to say thank you that you have submitted your exercise yesterday. And I have read them, and you know, your writings are very good". The students clap hands and yell. The researcher adds, "*Ssssttt, keep silent please, jangan senang dulu, masih tetap ada beberapa kesalahan dalam punctuation and capitalization.*" (Keep silent please. Don't be happy, you still have some mistakes in punctuation and capitalization.) Some students are disappointed.
2. 08.53
The researcher explains about their mistakes. It is about punctuation, capitalization, and spelling. Besides, their writing organization is still poor. They start the first sentence of the paragraph in the left border of the paper. Some students writing are also almost illegible in some words. Some of their writings are unclear. In addition, few students still have difficulty in developing idea. The students listen to the researcher. Some of them take notes.
3. 08.59
The researcher asks the students to play a game. The researcher introduces a game to the students; that is 'bingo game'. The researcher begins to explain about the rule of the game. As an example topic, the researcher uses 'wild animal' as the first topic. The students are asked to mention ten wild animals. After finishing, the researcher mentions

any wild animals. If the name of the animal is the same as that written by the students, they can cross the name of the animal. The students who have the list which the name of animals are crossed can say 'bingo!' because their list of animals are mentioned. It means they win the game.

4. 09.00

The researcher gives instructions, "*Okay, semua sudah siap? Sekarang latihan dulu. Dalam bahasa Indonesia dulu. Topiknya adalah nama-nama bunga. Sekarang tulis sepuluh nama bunga yang ada dalam pikiran kalian.*" (Are you ready? We try first in Bahasa Indonesia. The topic is the name of flowers. Now write ten names of flower in your mind.) They write immediately. After they finish, the researcher mentions the name of flowers. The students look enthusiastic. They listen to the researcher carefully. Finally, two students shout, 'Bingo!'. The students yell at them. Some students look at their friends' list. They want play more. The researcher gives instruction, "Okay, now we are going to use English vocabulary."

5. 09.05

The next category is in English. The topic is about wild animals. The researcher gives the students to think. Some of them ask to write five animals only but the researcher does not agree. They start to write the name of animals. Some of them ask their friends. Some minutes later, the researcher asks, "Have you?" They reply, "Not yet." A minute later she asks them again, "Have finished making the lists?" Some students keep silent. Some of them still write, some of them say, "*Kurang satu Miss, bentar Miss, bentar lagi*" (One animal left, Miss.) After that the researcher waits and a student says, "*Ayo Miss, sudah, pelan-pelan ya Miss menyebutkan nama hewannya.*" (I have finished. Slowly please, in mention the animals.) The researcher mentions the name of wild animals in her mind. As her students' request, she mentions the name of the animals slowly. **Finally, four students shout, "Bingo!" They laugh and yell. Some students are disappointed. They say, "Ahhhh, curang Miss, crocodile gak disebut", "Miss cheetah tu apa?", "Miss, shark, Miss." ("Ah, it is not fair, you did not mention crocodile." "What is cheetah, Miss?")** The researcher smiles and says, "*Lha sudah ada yang duluan bilang 'bingo!' sih.*" (You friends have shouted 'bingo!')

6. 09.08

The researcher starts another category. She gives instructions, "Ok, now we try to use another category. We still use English. We use category 'something in this classroom'. Ok, please write the list." The students look around the classroom and write some words to their lists. After they finish writing them all, the researcher mentions some things in the classroom. Finally, more students shout 'bingo!'. They are satisfied since there are more students shout. After that, the researcher asks to use another category. She uses pictures on the board. This activity trains the students brainstorming the ideas about the objects in a room. The students write the objects in English. After they finish writing the list, the researcher mentions the objects. In this chance, there is more students shout 'bingo!' together and they look happy and satisfied.

7. 09.11

The researcher asks the students' feeling. Some students say that they are happy. The researcher asks about their understanding. One of the students says that they can mention what are in the topic quickly. Some of the students agreed what she said. The researcher explains the advantages of playing the game. The researcher explains that the words from the list can be developed to be sentences. Form the sentences they can make paragraph by putting the appropriate conjunctions or connective devices such as *and, but, then, next, first, last*, and so on. The researcher asks, "*Sudah tahu untuk mengembangkan sebuah paragraf deskriptif seperti tadi?*" (Do you get to develop the descriptive paragraph like what we have learnt?) The students say, "Ya, Miiiis..."

8. 09.14
The researcher says that they are going to have once more game. It's called 'twenty statements' game. The students say that they do not know what the game is about. The researcher explains the rule of the game. She has something in her mind. She will not let the students know the category. For example, the category is an animal. She has stored a name of animal in her mind. So their task is to guess what animal is in her mind. To know what animal is in her mind, they have to give her statements of its descriptions. But, she will only answer your statements by answering 'yes' or 'no'. The battle is between the class and the researcher. If they can answer what animal is in her mind before they lose the chances, they will be the winner of the game. If they have used all the chances and they cannot answer what animal is in her mind, so the researcher will be the winner of the game. Most of the students have understood about the rules of this game. Some of them explain to their friends. Some of them just keep silent and the rest students do not know the end of the rule. Finally the researcher explains them in English mixed with Bahasa Indonesia.
9. 09.18
The researcher asks, "*Sudah paham? Bisa dimulai?*" (Do you get it? Can we start now?) The students reply enthusiastically, "*Sudah, Miss, ayo ayo Miss.*" (Yes, let's start.) The researcher gives instructions, "Okay, the category is a place in this world." Some students ask and they can guess easily. In this category the researcher chooses 'Eiffel Tower'. The students laugh and yell. They win the game. The next category, the researcher asks them to guess the same category. In this guessing, it needs more time but finally the students can guess the words. In this chance, the researcher chooses 'Gunung Merapi' as the category for a place in this world. They win this game again.
10. 09.22
In developing descriptive paragraph, the researcher asks the students to focus on a category that is something in this school. "Okay, 'the category is something in this school'", the researcher says. The students ask a question one by one. They work together and listen to their friends' questions. Some of them discuss to arrange a sentence. They also can apply the prepositions to know the position of the object. Finally, the students can guess what is on the researchers' mind. Some students still show that they are not confident enough.
11. 09.25
After that, the researcher asks the students to think about a topic. The category is about the objects in the classroom. They can also apply the use of there + be and prepositions in the materials to know the location of the objects. Finally, they can guess easily.
12. 09.28
In the last category, the researcher asks the students to guess an object in the picture stuck on the board. This activity is aimed to make the students brainstorming easily to gain ideas in the picture to be developed into a paragraph. The students are able to guess the object in the picture. In this category, the researcher uses 'painting' as an object to be guessed.
13. 09.30
The researcher asks the two or three students to be volunteers in front of the class, who will be asked by their friends. One of the students goes forward and mentions the category. The category is an artist. Her friends can guess the artis name easily because the artis is adored by the volunteer. The students are happy since they can guess exactly. Suddenly, the bell rings. The researcher asks the students to have a break time and continue the game after it.
14. 09.46

One of the students wants to be the next volunteer. She uses the category actress. The students cannot guess the actresses. The researcher takes part to guess the actress. Finally, the researcher guesses the name of the actresses in the last chance. The students are happy. They laugh and yell.

15. 09.50

The researcher ends the game, "Okay, it's enough. Now let's turn to the material. We can continue the games in the next time. Now you'll have an exercise about punctuation and capitalization. This is an activity to improve your punctuation and capitalization mastery since you have poor punctuation and capitalization in your writing test. So in this exercise, you have to correct the sentences in a paragraph by putting the right punctuation and capitalization. Okay?" The researcher repeats the instruction in English mixed Bahasa Indonesia. She distributes the worksheet to the students. Then they do the exercise.

16. 09.55

The researcher walks around looking at the students' work. Ten minutes before the bell rings, she asks the students to discuss the exercise. Most of the students do mistakes in capitalization the letter W and J in words 'West Java'. In task two, the students are required to answer the questions based on the passage. The method of answering the questions is the same with the previous meetings. The students are pointed out randomly by the previous student who answers the previous question. It can make them be ready anytime.

17. 10.32

The researcher closes the session, "So far, any question? So you have understood how to develop the ideas?" The students reply, "Yes, Miss". The researcher closes the session and greets the students.

Field Note No. 12

Code: FN12

Wednesday, January 26th 2011

Time 10.35 – 11.00

Teachers Room

The English teacher evaluates that the activity is very good. Besides, the students are more happy and enthusiastic, they are also more confident. Moreover it can improve their vocabulary mastery. In this game, the students do not realize that they are leaning something. The English teacher also gives more score for the students who write neatly, moreover with the correct punctuation and capitalization. She explains that the writing neatly can make the readers like their writing and become their writing legible.

Field Note No. 13

Code: FN13

Tuesday, February 1st 2011

Time 11.50 – 13.10

Room P SMK Negeri 1 Tempel

1. 11.53

The researcher enters room P. It is different from usual room, room N. The researcher greets the students who are ready, "Good morning, class." The students answer immediately, "Good Morning, Miss." The researcher asks, "How's life?" The students are silent in a while. Then some of them smile and reply, "I'm fine thank you, and you?" The researcher also smiles and answers, "I'm absolutely fine, thank you. Wow, you have new classroom, with new sitting arrangement ya? You sit in U-shape and there are three groups of U-shape." One of the students says, "*Tapi jadi sempit, Miss. There is tes penjurusan kelas twelve, Miss, hehe.*" (It is narrow enough, Miss. There is tryout test for the Grade XII, Miss.) Other students yell at her since she answers with Bahasa Indonesia mixed with English. The researcher smiles and perceives, "Ow, there is a tryout exam for Grade XII? That's why the time is cut down."

2. 11.55
The researcher reviews the previous materials about present continuous tense and there + be. Most of the students do not open their notes while reviewing the materials. Now, the material focuses on developing ideas, "Now, we're going to develop ideas. We have two materials about present continuous tense and there is/are. We are going to make a simple paragraph containing these two materials. What are your friends doing right now in this classroom? So make a paragraph about them." The researcher triggers the students to develop the ideas together. The ideas are written on the board. From those ideas, the students are asked to make sentences. Then, form each sentence, they should make a paragraph.
3. 11.25
The researcher asks the students to develop an outline like what they have made together on the board, "Now, please make an outline like what we did. Okay? It's about your friends in this classroom. But, before doing the outline, please do this." The researcher distributes the worksheet.
4. 11.40
The researcher walks around the class and looks at their writings. Most of the student asks individually. The researcher tries to reach all students. Some students, who finish doing the worksheet, make the outline based on what they have done together on the board.
5. 13.05
Time is almost up. The researcher asks the students to submit the worksheet. The researcher says, "Save the outline. Tomorrow is our last meeting, so I hope you will be present in the class. Okay? Before leaving the classroom, any question about developing ideas?" The students are busy packing. The researcher waits the students and closes the session, "Okay, before going home, let's have prayer. Pray due. Amien. Okay class, thank you very much for your attention, see you tomorrow, wassalamu'alaikum warohmatullah wabarokatuuh." They answer together, "Wa'alaikumsalam warohmatullah wabaokatuuh." The students leave room P.

Field Note No. 14
Wednesday, February 2nd 2011
Time 08.35 – 09.50
Room P SMK Negeri 1 Tempel

Code: FN14

1. 08.45
The researcher enters room P. In this meeting, the researcher asks the students to do writing test. The materials are about what they have learnt, those are present continuous tense and there + be. The researcher opens the session, "Good morning students?" They answer, "Good morning, Miss" The researcher says, "I'm sorry for coming late. I just came here, and there was a teacher. Now, we are going to have a writing test". The students yeel and shout, "*Haaa?? Writing test Miss? Ulangan?*" (Ha? Writing test? Examination?) The researcher says, "Okay, calm down. This is not examination. It's just a mini test. You are going to write a simple paragraph lake what we did yesterday. Okay?" Some students say, "*Yang buat PR kemarin itu Miss?*", "*Yang ada outline-nya Miss?*", "*Yang tentang keluarga family itu Miss?*" ("The homework, Miss?" "Which has outline?" "About the family, Miss?") The researcher calms down them, "Yes. The one who has made the homework, you must be able to do this." The researcher distributes the answer sheet to the students.
2. 08.55
The researcher walks around the class and makes sure that all students do not have difficulties in developing ideas. Some students write the outline and paragraph in another paper. The

researcher asks the students to continue writing though it is breaktime. The students can have breaktime after finishing the test. The students agree.

3. 09.35
The researcher asks the students whether they have finished the writing test. Some of the students finish their writing. Some of them still write on the paper. The researcher reminds them about the time. Some students copy their writing quickly.
4. 09.40
She asks them to submit the papers. She also tells the students that this is the last meeting. She asks the students to give the impressions, suggestions, or even objections orally. Some students say about the impressions. By the end of this session, the researcher closes the session and the meeting. She also says goodbye and thanks them.

INTERVIEW TRANSCRIPTS

Interview 01

Code: I-01

Selasa, 12 Oktober 2010

R : Peneliti (Researcher)

T : Guru Mata Pelajaran (Teacher)

- R : Permisi Bu, minta waktunya sebentar...
- T : Oyaa, mbak, duduk sini saja, tidak apa-apa.
- R : Baik Bu, terima kasih.
- T : Bagaimana mbak, sudah sampai mana persiapannya?
- R : Baru mendesain materi, Bu. Masih dalam tahap pengembangan.
- T : Oh, yaa.. Bagus lah mbak.
- R : Begini Bu, menurut Ibu mengajarkan writing kepada siswa itu sulit enggak Bu? Apa Ibu pernah menemui kendala pada saat mengajarkan writing?
- T : Ya lumayan sulit mbak. Apalagi itu sudah termasuk productive skill yang mensyaratkan kepada siswa untuk membuat suatu karya berupa tulisan. Kendalanya ya ada di motivasi dan vocabulary mereka itu. Terkadang untuk membawa kamus saja mereka itu tidak mau mbak.**
- R : Oooh, begitu ya Bu. Kemudian apa solusi ibu dalam mengatasi masalah itu?
- T : Saya mencari bahan ajar dari buku lain yang paling tidak membuat siswa merasa tertarik. Kalo soal kamus mereka biasanya pinjam. Jadi ya cuma pinjam dari teman lain atau dari perpustakaan. Kamus yang ada di perpustakaan saja jumlahnya terbatas.
- R : Mmm, seperti itu ya Bu. Kalo yang motivasi siswa itu bagaimana bu?
- T : Oh kalo yang itu terkadang siswa itu sudah tersugesti bahwa menulis itu sulit, membutuhkan waktu yang lama, grammarnya harus bagus, dan lain sebagainya yang membuat mereka itu sudah se-klek tidak mau menulis. Pada akhirnya ya begitulah mbak, pekerjaan mereka jadi dengan seadanya.
- R : Oo ya ya... Kemudian apa ibu pernah atau sering menggunakan media untuk menunjang pelajaran di kelas bu?**
- T : Iya, dulu pernah saya membawa gambar tentang past event itu, paling tidak membuat siswa tertarik dulu. Tapi sekarang saya malah lupa dimana menaruh barang-barang itu mbak, hahaha...**
- R : Hehe, lha hilang atau kemana itu bu?
- T : Bukan, saya itu pindahan rumah lupa menaruhnya, hehe.
- R : Ow, begitu Bu. Terima kasih atas waktunya Bu.
- T : Ya mbak, sama-sama.

Interview 02

Code: I-02

Rabu, 13 Oktober 2010

R : Peneliti (Researcher)

S1 : Siswa 1

S2 : Siswa 2

- R : Selamat pagi dhek.. Sedang menunggu ulangan ya?
- S1 : Iya mbak.
- R : Boleh minta waktunya sebentar?
- S1 : Ya mbak, bagaimana?
- R : Mbak Arum pengen tanya-tanya sedikit. Sebenarnya adik-adik ini suka tidak sih sama pelajaran bahasa Inggris?
- S1 : Suka mbak.
- S2 : Saya juga suka mbak.
- R : Oh jadi menyukai pelajaran bahasa Inggris ya? Mmm, kalo menurut adik-adik, bahasa Inggris tu penting tidak sih buat masa depan adik?

S1 : Yo penting mbak, kan buat pekerjaan ntar.
 S2 : Iya mbak, kita kan jurusan sekretaris, jadi kalo pas ada tamu dan itu turis luar negeri nanti kalo ditanya pakai bahasa Inggris jadi mudeng.
 R : Mmm, ya. Trus apa adik-adik pernah atau bahkan sering menemui kendala kalo belajar bahasa Inggris?
 S1 : Sering mbak. Itu lho, susahnyanya itu kalo mengartikan itu lo mbak.
 R : Oh, translation?
 S1 : Ya itu lah mbak, seringnya gak tahu artinya.
 R : Ohh, begitu. Kalo kamu dhek?
 S2 : Membaca mbak.
 R : Lho tidak bisa baca?
 S2 : Hehe, maksudnya itu lho mbak, kalo saya bacanya gini tapi ternyata ucapan yang benar bukan itu, gitu lo mbak.
 R : Ohh, pronunciation? Cara pengucapan kan?
 S2 : Iya mbak.
 R : Mmm.. Trus kalo ada tugas untuk menulis kemudian dikumpulkan seperti kemarin itu apa adik-adik suka?
 S1 : Hmmm, sedikit suka. Hehe.
 S2 : Kalo saya suka mbak. Soalnya nanti kalo pas dikembalikan itu sudah dicoret-coret sama bu guru, jadi bisa tau salahnya mana.
 R : Okay, kesulitannya apa dhek?
 S1 : Karena belum bisa mbak, hehe.
 R : Jadi kalau sudah bisa jadi suka?
 S1 : Hehe, iya mbak.
 R : Kalo kendala dalam menulis bahasa Inggris tu apa?
 S1 : Mmm, kalo saya kadang gak nyambung mbak kalo nulis, hehe.
 S2 : Kalo saya kadang gak bisa cara nulisnya. Kadang harusnya huruf C tapi setahu saya K, seperti itu mbak.
 R : Lho kan itu bisa dicheck di kamus. Jadi seharusnya tidak ada masalah kan? Emangnya sering bawa kamus gak kalo pas ada pelajaran bahasa Inggris?
 S2 : Enggak mbak, hehe. Berat mbak, tasnya sampai gede, bukunya banyak mbak.
 R : Ohh, begitu. Pernah tidak, adik-adik tu mengalami buntu ide, sering bingung apa yang mau ditulis, terus bagaimana mengatasinya.
 S1 : Pernah mbak. Ya belajar lagi biar bisa.
 S2 : Pernah juga mbak. Kalo saya kadang mencari dari internet atau baca buku yang ada hubungannya mbak. Sering-seringnya tanya ke teman. Hehe.
 R : Kalo menurut adik-adik ini, pelajaran bahasa Inggris yang menyenangkan itu yang bagaimana?
 S1 : Hehe, ya yang asyik, menyenangkan, dan tidak membosankan mbak. Hehe.
 R : Mmm, makasih ya adik-adik atas waktunya.
 S1&S2: Ya mbak.

Interview 03

Code: I-03

R : Peneliti (Researcher)
 S3 : Siswa 3
 S4 : Siswa 4

R : Permissi dhek, maaf minta waktunya sebentar.
 S3&S4: Ya mbak.
 R : Mau tanya, adik-adik tu suka tidak sik sama pelajaran bahasa Inggris?
 S3 : Kalo saya tidak terlalu suka mbak.
 S4 : Saya juga tidak terlalu suka mbak.
 R : Kenapa tidak suka?
 S3 : Susah mbak dipelajarin. Artinya itu lho yang terkadang membuat saya bingung, mbak.

S4 : Iya, arti. Kadang juga cara bacanya. Tapi sebenarnya kalo sudah tahu tu yaa... enak mbak mbak, asyik-asyik saja.

R : Mmm, berarti lebih ke prosesnya yang kurang begitu menyenangkan ya, jadi kalau sudah bisa, pasti suka, begitu?

S3 : Iya, mbak, kalau sudah bisa ya suka.

R : Mmm, trus kemarin itu ada tugas menulis pakai bahasa Inggris itu, adik-adik mengalami kesulitan tidak?

S3 : Sering mbak.

S4 : Sering banget mbak.

R : Kesulitannya dimana kalau itu?

S3 : Ya itu mbak, di artinya tadi. Terus, kalo dalam bahasa Inggris kan ada verb bentuk 1, 2, dan 3 itu mbak yang saya tidak hafal. Kadang untuk verb tertentu itu di kamus belum tentu ada mbak.

R : Mmmm, berarti sering bawa kamus kalo di kelas?

S3 : Hehe, enggak mbak, Cuma pinjam, hee.

R : Ohh, begitu. Kalo kamu dik, kesulitannya di bagian apa?

S4 : Di mengartikan ke bahasa Inggris-nya mbak. Jadi menulis di bahasa Indonesia dulu kemudian kesulitannya di menerjemahkan ke bahasa Inggris.

R : Ohh, begitu dik. Kalau selama menulis itu apa adik-adik sering mengalami buntu ide, tiba-tiba tidak tahu apa yang harus ditulis, begitu, kemudian cara mengatasinya bagaimana?

S3 : Pernah mbak. Minta bantuan teman. Kalo tidak ya nanti, mmm, pengalaman aku sendiri yang nanti aku tulis.

S4 : Pernah juga mbak. Biasanya sih tanya ke teman.

R : Ohh, begitu ya. Kalo sekarang, menurut adik-adik lagi, pelajaran bahasa Inggris yang menyenangkan itu pelajaran yang seperti apa?

S3 : Hehe, apa ya... Bingung mbak. Hehe, biasanya tergantung gurunya, kalau gurunya sabar itu saya merasa senang mbak, gampang nyantel pelajarannya gitu.

S4 : Sama mbak, tergantung guru. Kadang kalo gurunya enak menjelaskan ya jadi mudeng.

R : Mmm, terima kasih ya dik, atas waktunya.

S3&S4: Ya, mbak, sama-sama.

Interview 04

Code: I-04

R: Peneliti (Researcher)

S5: Siswa 5

R : Permisi dik, mau minta waktunya sebentar.

S5 : Ya mbak.

R : Dikmau tanya, menurut adik, adik suka tidak dengan pelajaran bahasa Inggris?

S5 : Suka mbak.

R : Sukanya di bagian apa?

S5 : Sukanya di bagian tata bahasa dan cara ngomong-ngomongnya mbak.

R : Ow,, begitu... Trus sering mengalami kendala-kendala atau kesulitan tidak di saat belajar bahasa Inggris tu?

S5 : Ada mbak.

R : Di bagian apa itu dik?

S5 : Kalau pas ngerjain soal itu, kalau ada yang tidak tahu artinya tu pasti sudah tidak bisa mengerjakan soal.

R : Lha adik sering bawa kamus tidak kalau pelajaran?

S5 : Bawa mbak, pasti bawa.

R : Lha itu, kan bisa mencari artinya di kamus kan, jadi seharusnya tidak masalah lagi.

S5 : Kalau ulangan kan tidak boleh buka kamus mbak.

R : Ow,,, jadi kalau pas ulangan.. Mmm, kemarin adik ikut mengumpulkan tugas yang menulis itu tidak?

S5 : Iya, mbak.

- R : Nah, kalo tugas seperti itu adik suka tidak?
 S5 : Suka mbak.
 R : Oke, bagus. Nah kalo diminta untuk menulis seperti itu sering mengalami kendala tidak?
 S5 : He eh, itu lo mbak, mmm, nata-nata kata-katanya dalam kalimat itu, masih kesulitan.
 R : Ohh, begitu. Kalo adik pernah mengalami tidak pelajaran bahasa Inggris yang menyenangkan itu pelajaran yang bagaimana, seperti apa?
 S5 : Mmm, apa yaa. Mmm, menurutku mbak, kalau pas diminta menjawab soal gitu nanti pertanyaan berikutnya dilempar ke temen lain secara acak, jadi semua siswa harus siap. Kalau ada yang salah tidak menjawab pertanyaan sesuai nomor, atau tidak mendengarkan, begitu mbak, nanti dapat hukuman. Nanti di situ asyiknya, jadi semua bisa berusaha memperhatikan gitu mbak.
 R : Ohh, begitu ya dik. Oke dik, terima kasih atas waktunya.
 S5 : Ya mbak, sama-sama.

Interview 05

Code: I-05

Rabu, 13 Oktober 2010

R : Peneliti (Researcher)

T : Guru Mata Pelajaran (Teacher)

- R : Permissi Bu, saya mau bertanya-tanya sebentar.
 T : Oh ya mbak, sini saja.
 R : Dari hasil wawancara kemarin itu, kebanyakan siswa mengeluh dalam bahasa Inggris itu dalam arti katanya Bu. Kira-kira strategi apa ya yang cocok untuk mereka, apalagi saya akan mengimplementasikan research untuk writing class.
 T : Begini, mbak. Pada dasarnya para siswa itu *angel banget* kalau mereka diminta untuk membaca kamus.
 R : Iya bu, kemarin juga pas saya tanyakan kenapa gak bawa kamus saja, seperti itu, mereka selalu saja ada alasannya.
 T : Iya mbak, jadi mereka itu ada yang bilang, kalau bawa kamus itu keberatan, bukunya banyak, dan lain-lain. Apalagi 'kan di SMK itu pelajaran Bahasa Inggris itu adalah mata pelajaran adaptif, jadi mereka para siswa lebih mengutamakan pelajaran produktif, seperti mata pelajaran yang ada di masing-masing jurusanannya, misalnya Tata Cara Mengetik bagi siswa jurusan Administrasi Perkantoran, dan sebagainya.
 R : Oh, begitu ya Bu. Jadi, kira-kira bagaimana ya agar siswa itu dapat menulis dan dapat mengerti vocabularynya?
 T : Ya nanti dalam materi dan aktivitas terus disoroti tentang vocabulary exercises itu mbak, vocabulary yang menyangkut dengan tema tulisan yang akan diajarkan, jadi pada saatnya para siswa menulis, mereka tidak kaget dengan vocabularynya. Apalagi anda mengajarkan tentang descriptive writing kan, jelas itu membutuhkan banyak vocabulary.
 R : Ow, begitu ya Bu. Ya nanti dalam membuat materi saya sisipkan vocabulary exercise agar para siswa tahu apa yang harus ditulis. Terima kasih Bu.
 T : Yaa, mbak.

Interview 06

Code: I-06

Senin, 29 November 2010

R : Peneliti (Researcher)

T : Guru Mata Pelajaran (Teacher)

- R : Assalamau 'alaikum Bu. Mohon maaf, sudah lama tidak ke SMK.
 T : Wa'alaikum salama, sini mbak. Bagaimana kabarnya? Kemarin ada bencana Merapi mengungsi tidak?
 R : Iya Bu, seperti yang saya kabarkan di SMS, seluruh warga di desa saya dievakuasi, sehingga saya tidak bisa mengabari ibu langsung ke sekolah.

- T : Ya nggak apa-apa mbak, memang *kahanan* sedang mencekam seperti itu. Kemarin juga sekolah tidak ada KBM selama satu minggu lebih karena siswanya juga banyak yang mengungsi, terlebih lagi kondisi sekolah tebal sekali pasir dan debunya.
- R : Saya juga sempat mendapatkan SMS dari salah satu siswa kalau KBMnya tidak ada karena keadaan sudah tidak memungkinkan. Sebelumnya saya SMS anak itu hanya untuk memastikan di SMK apa tetap berlangsung kegiatan KBM. Ternyata tidak ada Bu.
- T : Memang tidak ada mbak, waktu itu juga tidak ada informasi yang jelas karena para siswa meliburkan diri, kan banyak yang asalnya dari Turi, Pakem, Srumbung, dan sekitarnya mbak.
- R : Iya, Bu. Terus Bu, nasib penelitian saya bagaimana, hehe. Apalagi bulan Januari itu masa ijinnya sudah habis.
- T : Begini, mbak. Kami para guru juga bingung mengeplotkan materi yang belum diajarkan karena kemarin libur bencana itu. Apalagi sekarang waktunya sudah *dioyak* UAS, bulan depan, tanggal 6 Desember.
- R : Wah? Tanggal 6 Desember itu ujian akhir semester ya Bu? Aduuh, terus bagaimana ya Bu?
- T : Kalau dengan waktu yang tersisa ini tidak bisa?
- R : Wah, sepertinya akan kurang meetingnya Bu. Kalau misalnya saya undur menjadi semester depan depan di awal-awal bagaimana Bu?
- T : Lha nanti ijinnya diperpanjang?
- R : Iya Bu, mau bagaimana lagi?
- T : Oh, ya nggak apa-apa. Saya Cuma *messakke* kalau anda harus mengurus lagi. Jadi ini dimulai dari awal mulai semester depan?
- R : Iya Bu. Lha waktunya sudah mepet.
- T : Ya sudah, tidak apa-apa mbak, dijalani saja. Ini nanti kan ada UAS, tanggal 6 Desember. Nanti juga ada libur akhir semester juga. Awal semester dua itu mulainya tanggal 3 Januari. Nanti kesini lagi saja.
- R : Ya, Bu. Terima kasih atas kebijakannya. Nanti saya mengabari ibu lagi saja.
- T : Ya mbak.

Interview 07

Code: I-07

Selasa, 4 Januari 2011

R : Peneliti (Researcher)

HM: Kepala Sekolah (Headmistress)

- R : Permisi Bu.
- HM : Ya Mbak, mari silakan masuk.
- R : Terima kasih Bu. Begini, BU, saya Arum yang beberapa waktu sempat melaksanakan penelitian mengambil data di sekolah ini, saya ada kendala dalam pengambilan data dikarenakan bencana merapi kemarin Bu. Jadi penelitiannya tersendat karena tidak ada KBM itu. Jadi saya mau minta ijin untuk melakukan penelitian kembali Bu. Ijinnya sudah habis besok, tapi ini sudah saya perpanjang Bu. Ini surat dari BAPEDDA.
- HM : Ya mbak, terima kasih. Pada dasarnya kami mengizinkan kegiatan pengambilan data mbak. Nanti langsung berkoordinasi ke gurunya saja ya. Nanti gurunya akan diberikan surat disposisi. Dengan siapa mbak, gurunya?
- R : Dengan Bu Ratmi, Bu. Yan anti saya akan bertemu Bu Ratmi langsung. Alhamdulillah kemarin saya sudah SMS ibunya.
- HM : Mau mulai kapan mbak masuk kelasnya?
- R : Besok Bu, sebenarnya hari ini juga ada jamnya Bu Ratmi, tapi mau digunakan untuk pengenalan kompetensi dasar terlebih dahulu.
- HM : Ya baiklah kalau begitu. Perhatikan juga kalender akademik ya mbak.
- R : Ya, Bu. Terima kasih. Kalau begitu saya bertemu dengan bu Ratmi terlebih dahulu Bu.
- HM : Ya mbak.
- R : Terima kasih Bu. Permisi..
- HM : Yaa, yaa, silakan..

Interview 08

Code: I-08

Selasa, 4 Januari 2011

R : Peneliti (Researcher)

T : Guru Mata Pelajaran (Teacher)

- R : Assalamu 'alaikum Bu.
T : Wa'alaikum salam mbak. Bagaimana, sudah mengurus suratnya?
R : Alhamdulillah Bu, sudah. Tadi juga *sampun* saya serahkan ke ibu Kepala Sekolah. Pada dasarnya beliau memaklumi karena adanya bencana kemarin. Sekarang saya mohon doanya Bu, agar lancar sampai akhir.
T : Ya mbak. Pasti saya doakan.
R : Oya Bu, apa saya bisa mengkopi kalender akademiknya? Takutnya kalau pada jam saya mengajar itu bertepatan dengan liburan atau agenda sekolah.
T : Bisa mbak, saya carikan dahulu.
R : Bagaimana hasil Ujian Akhir Semester anak-anak kemarin Bu?
T : Kalau yang anak jurusan Akuntansi nilainya ada yang bagus. Kalau anak jurusan Administrasi Perkantoran hanya beberapa saja yang bagus. Banyak yang jelek mbak. Mungkin juga karena penagruh bencana kemarin, banyak juga siswa yang di pengungsian.
R : Oh, mungkin juga ya Bu.
T : Iya, makanya sebelum liburan itu ada remedial test. Nah ini mbak kalender akademiknya. Kalau dari warnanya putih mbak, jadi aman, hehe. Maksudnya tidak ada kegiatan sekolah atau libur.
R : Alhamdulillah, kalau begitu tidak jadi mengkopi saja Bu, hehe. Lha itu tanggal 12 sampai dengan 14 Januari itu apa ya Bu?
T : Oh ini *study tour* ke Bandung. Tapi ini hanya kelas dua kok mbak.
R : Oh, begitu Bu. Ya sudah Alhamdulillah kalau begitu, hehe. Takutnya kalau *nabrak* lagi Bu.
T : Enggak kok mbak. Kira-kira nanti Februari sudah selesai belum? Soalnya ini pertengahan Februari ada Tes Penjurusan untuk kelas tiga. Jadi ada kemungkinan kelas satu dan kelas dua libur atau satu masuk satu libur secara bergantian, belum dipastikan juga.
R : Kalau saya hitung-hitung Bu, mungkin tanggal 8 Februari itu sudah meeting terakhir, insyaAllah Bu.
T : Oh, yaa.. Maksudnya kan nanti kalau sampai pertengahan Februari bisa *bolong-bolong* jadwalnya.
R : Hehe, mboten kok Bu. InsyaAllah.
T : Ya sudah, jadi ini bisa mulai besok?
R : InsyaAllah bisa Bu.
T : Ya besok langsung dating ke sini saja yaa.
R : Ya Bu, terima kasih Bu.

Interview 09

Code: I-09

Selasa, 11 Januari 2011

R : Peneliti (Researcher)

T : Guru Mata Pelajaran (Teacher)

- R : Bu, menurut ibu bagaimana mengajar saya tadi?
T : Bagus mbak, para siswa mulai interested. Mereka juga sepertinya suka karena mbak ngajarnya disisipi *guyon*. Soalnya karakteristiknya siswa kelas ini tu tidak suka kalau pembelajaran dilaksanakan serius sekali. Pasti mereka kebanyakan ngantuk dan malas-malasan. Apalagi yang hari Selasa ini dua jam terakhir. Mereka sudah capek gitu mbak.
R : Iya Bu, dua jam terakhir terkadang menjadi kendala soalnya para siswa sudah terlalu capai dengan pelajaran-pelajaran sebelumnya.

- T : Iya, mbak. Tapi lumayan yang hari Rabu itu. Soalnya bahasa Inggris ada di jam ketiga dan keempat. Jadi masih lumayan fresh.
- R : Kira-kira kegiatan apa ya Bu, yang dapat membuat mereka semangat?
- T : Diadain game saja mbak tapi tetap menggunakan gambar. Jadi gambarnya itu digunakan untuk game. Anda nanti mendesain aktivitas.
- R : Oh ya Bu, nanti saya pikirkan untuk pertemuan yang selanjutnya. Kalau soal media yang saya pakai bagaimana Bu? Dulu Ibu pernah *ngendika* kalau siswa harus banyak *vocabulary exercises*.
- T : Sudah bagus kok mbak. Hanya saja sepertinya lebih enak ya kalau ada display di depan supaya menjelaskannya mudah, jadi siswa tidak *observe* dari gambar mereka masing-masing.
- R : Iya Bu, untuk pertemuan yang akan datang akan saya usahakan seperti itu. Oh ya Bu, untuk pembagian materi bagaimana ya untuk tiap pertemuannya?
- T : Ya dikira-kira saja yang bisa digabung dijadikan satu atau gimana. Dibuat coursegrid itu mbak agar mudah pembagiannya.
- R : Oya, Bu. Itu nanti untuk KD 5 alokasinya ada berapa meeting Bu?
- T : Itu di silabus tertulis 18 JP kan, itu maksudnya 16 jam pelajaran. Kalau satu meeting ada dua jam pelajaran berarti itu ada delapan meeting mbak.
- R : Oh begitu ya Bu. Yan anti saya buat coursegridnya. Kalau untuk rubric yang kognitif itu bu, kan harus ada indikatornya. Saya masih bingung untuk yang '*peduli sosial*'.
- T : Oh yang itu, kalau di RPP yang sudah disetujui, indicator keberhasilan untuk yang character building yang '*peduli sosial*' itu ya seperti siswa membuang sampah pada tempatnya, atau siswa tidak meninggalkan sampah di kelas, seperti itu.
- R : Mmmm, ya Bu.

Interview 10

Code: I-10

Rabu, 12 Januari 2011

R : Peneliti (Researcher)

T : Guru Mata Pelajaran (Teacher)

- R : Selamat siang Bu.
- T : Ya, selamat siang. Bagaimana tadi mengajarnya? Maaf yang jam kedua saya tidak menemani.
- R : Tidak apa-apa Bu. Tadi Alhamdulillah nyaman. Menurut ibu bagaimana?
- T : Tadi saya perhatikan ada siswa yang *ngomong* seenaknya pas anda tanya dengan menggunakan bahasa Inggris. Tapi siswanya malah menjawab kurang sopan tadi, apa ya?
- R : Oh, dalam salah satu strategic action saya memang mengoptimalkan penggunaan classroom English Bu. Jadi mau tidak mau saya menggunakan bahasa Inggris di kelas secara maksimal.
- T : Ya itu malah bagus, tapi tadi mungkin ada salah satu siswa yang tidak tahu artinya kemudian menjawabnya dengan seenaknya sendiri. Kalau memang mbak menemukan siswa seperti itu, kalau memang karena mereka tidak tau artinya, mbak ulangi lagi kalimatnya dalam bahasa Inggris. Dipancing-pancing terlebih dahulu, kalau memang mereka belum juga paham, baru kemudian boleh diartikan dalam bahasa Indonesia.
- R : Menurut saya juga begitu Bu. Dalam mengulangi kalimat yang dalam bahasa Inggris tu pun saya mengucapkan dengan lebih pelan daripada kalimat yang pertama. Kalau siswa menangkap apa yang saya katakan ya Alhamdulillah, kalau tidak ya terpaksa saya artikan dalam bahasa Indonesia. Hehe. Tapi sebagian besar mereka paham kok Bu.
- T : Ya sudah kalau begitu. Intinya itu kalau ada siswa yang menyepelekan seperti yang saya amati tadi ditegur saja. Jangan sampai para siswa itu terlalu santai, pertama mereka menyepelekan ujaran nanti lama-lama bisa menyepelekan gurunya.
- R : Ya, Bu. Terima kasih atas masukannya. Kalau tentang mengajar saya bagaimana Bu? Atau tentang materi?
- T : Yang itu, saya suka yang anda selalu mengingatkan siswa tentang *punctuation* dan *capitalization*. Lha mereka itu terkadang ada titik dua atau tiga di akhir kalimat. Kemudian

- gaya menulis yang sekarang kalau ada huruf R di tengah itu kadang memakai huruf kapital. Padahal itu kan tidak tepat.
- R : Iya Bu, hehe. Mereka juga sampai hapal kalau saya sudah bilang, “In the end of the sentence, don’t forget to put ...”, mereka langsung menjawab, “Fullstop, Miss”. Hehe. Ada yang lain Bu?
- T : Emm, sepertinya itu saja.
- R : Ohh, yaa. Terima kasih Bu.

Interview 11

Code: I-11

Rabu, 19 Januari 2011

R : Peneliti (Researcher)

S1 : Siswa 1 (Student 1)

- R : Dhek, boleh minta waktunya sebentar?
- S1 : Iya Miss.
- R : Bagaimana tadi menulisnya sulit tidak?
- S1 : Hehe, lumayan Miss.
- R : Lumayan? Berarti ada bagian yang sulit?
- S1 : Iya.
- R : Apa itu dhek bagian yang sulitnya?
- S1 : Itu Miss, mengartikannya.
- R : Maksudnya? Mengartikan yang bagian mananya? Kan hanya menulis, tidak diminta untuk mengartikan kan?
- S1 : Hehe, iya. Maksudnya yang itu lho Miss, sebenarnya bisa menuliskan kalimatnya di bahasa Inggris tapi ada satu benda yang tidak tahu istilahnya dalam bahasa Inggris.
- R : Ohh, jadi soal vocabulary? Kosakata begitu?
- S1 : Yaa, itulah. Hehe.
- R : Kan di pertemuan sebelum-sebelumnya sudah ada kan vocabulary tentang itu?
- S1 : Iya, hehe, lupa Miss. Hehe.
- R : Oh, jadi masalahnya lupa, kan? Bukan karena tidak tahu? Hehe.
- S1 : Iya, Miss. Hehe.
- R : Kalau lupa sih, belajar lagi juga pasti bisa ingat. Hehe.
- S1 : Iya, Miss.
- R : Jadi, sekarang suka menulis dalam bahasa Inggris enggak?
- S1 : He, belum begitu Miss.
- R : Loh, kenapa?
- S1 : Yaitu tadi, kurang bisa menguasai kata-kata dalam bahasa Inggris membuat tidak suka jika diminta menulis dalam bahasa Inggris, Miss.
- R : Ya sudah, terima kasih ya Dhek?
- S1 : Ya Miss.

Interview 12

Code: I-12

Rabu, 19 Januari 2011

R : Peneliti (Researcher)

S2 : Siswa 2 (Student 2)

- R : Halo Dhek. Minta waktunya sebentar ya?
- S2 : Ya Miss. Ada apa Miss?
- R : Hehe, cuma mau tanya-tanya saja.
- S2 : Yaa.
- R : Gini, Dhek, gimana testnya tadi? Apa ada kesulitan?
- S2 : Apa ya? Ya agak sulit Miss. Tapi Alhamdulillah bisa.
- R : Agak sulitnya di mana?

S2 : Nggak ada kesulitan di menulis sih Miss. Yang kurang jelas itu cuma tadi saya kan duduk di bangku paling belakang. Gambarnya itu kurang gitu jelas untuk benda-benda yang kecil-kecil itu.

R : Oh, begitu ya? Kaya pulpen yang di atas buku tadi gak kelihatan?

S2 : Owh, hanya kurang jelas, Miss. Makanya kan tadi saya sempat maju ke depan sebentar.

R : Oh yaa... Terima kasih Dhek, ini bisa jadi bahan evaluasi untuk materi yang besok.

S2 : Hehe, cuma itu sih Miss.

R : **Oh, gitu. Setiap kali pertemuan kan Miss Arum memakai bahasa Inggris tu. Adek bisa memahami instruksi gak?**

S2 : **Hehe, kadang bisa, kadang enggak. Habisnya Miss Arum ngomongnya cepet.**

R : **Kan mesti Miss Arum ulangi kan? Kalimatnya sama pula.**

S2 : **Hehe, sama aja Miss, cepet atau pelan, kadang gak ngerti. Hehe. Eh tapi kalau ada instruksi suruh ngapain gitu kan nanti di kertas fotokopiannya itu juga ada instruksinya. Jadi kadang-kadang bisa baca dari situ, paham juga deh. Hehe.**

R : Owh, jadi pahamnya malah karena kombinasi dari yang Miss Arum ucapkan dan yang ada di kertas?

S2 : Iya, hehe.

R : **Kalau soal punctuation dan capitalization itu bagaimana?**

S2 : **Yang mana Miss?**

R : **Itu, yang tanda baca dan huruf kapital.**

S2 : **Owh, sudah paham yang tentang penempatannya. Kalau yang tanda titik dan koma sih bisa Miss, kalau yang huruf kapital yang di tengah kalimat kadang kelupaan. Hehe. Lha kalau menulis sudah kebiasaan gitu Miss. Hehe. Tapi kalau huruf yang di awal kalimat sudah ingat Miss.**

R : **Emm, ya makanya dibiasakan nulis yang bener. Ok?**

S2 : **Ya Miss. Hehe.**

R : **Jadi, menulis dalam bahasa Inggris asik gak?**

S2 : **Hehe, belum merasakan asik Miss.**

R : Oh begitu ya. Okay belajar lebih rajin, makasih Dhek...

S2 : Yaa, Miss...

Interview 13

Code: I-13

Rabu, 19 Januari 2011

R : **Peneliti (Researcher)**

S3 : **Siswa 3 (Student 3)**

R : Dhek, minta waktunya sebentar yaa...

S3 : Ya, Miss. Kenapa Miss?

R : Cuma mau tanya-tanya. Hehe. Gimana materi yang sudah Miss Arum ajarkan?

S3 : Alhamdulillah bisa Miss.

R : Cara mengajarnya Miss Arum bagaimana?

S3 : Asik kok Miss... Miss Arum lucu. Kadang ngajarnya sambil bercanda. Jadi nggak tegang banget Miss.

R : Memangnya pelajaran bahasa Inggris menegangkan ya?

S3 : Yak kan gak bisa Miss. Bahasa Inggris itu sulit, menurut saya sih, hehe.

R : **Terus sekarang gimana? Bahasa Inggris asik kan?**

S3 : **Hehe, iya.**

R : **Kalau yang tentang menulis bagaimana?**

S3 : **Saya juga males kalau disuruh menulis bahasa Inggris Miss. Tapi ternyata yang pakai panah-panah itu jadi bisa.**

R : **Panah-panah yang mana?**

S3 : **Itu lo, nanti di dekat kursi ada meja, di bawah meja ada sepatu, dan lain-lain.**

R : **Oh, itu namanya pengembangan ide. Jadi menulis bahasa Inggris mudah kan? Bahkan itu juga bisa diaplikasikan untuk menulis dalam bahasa Indonesia.**

S3 : Em... Ya Miss.
 R : Kalau tentang menulis dengan menggunakan gambar gimana?
 S3 : Iya, saya lebih suka mengerjakan tugas kalau banyak gambarnya. Hehe. Kan lebih asik, Miss. Kalau cuma tulisan *thok* itu bacanya pusing Miss.
 R : Emm, gitu. Tapi dengan adanya gambar itu membantu dalam menulis ga?
 S3 : Iya, Miss. Jadi gak perlu dibayangin gitu. Tapi ada gambarnya jadi apa yang ada di gambar bisa ditulis.
 R : Okay... Sekarang penggunaan punctuation dan capitalization. Menurut adik gimana? Sudah bisa?
 S3 : Yang huruf besar itu Miss?
 R : Iya, tanda baca juga.
 S3 : Kadang lupa, hehe. Tapi sudah paham kok Miss.
 R : Ya dibiasakan nulis dengan tanda baca yang benar, ya?
 S3 : Ya Miss, hehe.
 R : Terus kalau Miss Arum di kelas ngomong pakai bahasa Inggris itu paham tidak?
 S3 : Lumayan paham Miss.
 R : Bener, lumayan paham?
 S3 : Iya Miss. Meski kadang saya masih agak mikir atau saling tanya sama teman sebangku saya, artinya apa. Hehe. Jadi dia kadang yang tanya saya, kadang saya yang tanya dia. Hehe.
 R : Okay, kalau begitu. Terima kasih ya dhek.
 S3 : Ya Miss, sama-sama.

Interview 14

Code: I-14

Rabu, 19 Januari 2011

R : Peneliti (Researcher)

T : Guru Mata Pelajaran (Teacher)

R : Bu, ini tadi sudah ada writing test. Menurut ibu bagaimana? Ini tadi post test dari cycle satu.
 T : Ini hasilnya mbak?
 R : Iya Bu. Saya sekalian minta tolong untuk dinilai ya Bu, berdasarkan rubrik ini.
 T : Ya Mbak.
 R : Menurut ibu tadi siswa bagaimana?
 T : Menurut saya bagus, saya tadi sempat berkeliling pas siswa mengerjakan. Sebagian besar dari mereka paham kok mbak. Hanya saja ada tulisannya yang memang kurang rapi. Tapi ada juga yang tulisannya rapi jadi enak membacanya.
 R : Iya, Bu, menurut saya juga begitu. Kalau tentang gambarnya bagaimana ya Bu? Apa menurut ibu siswa menjadi semakin termotivasi dengan adanya gambar?
 T : Menurut saya iya mbak. Ada kan tugas yang mereka diminta untuk menulis istilah yang ditunjukkan oleh gambar. Saya yakin mereka lebih bisa mengingat vocabulary yang ada gambarnya. Kalau hanya vocabulary dan artinya saya belum tentu mereka bisa ingat.
 R : Menurut saya juga begitu Bu.
 T : Tadi gambarnya lumayan besar ya?
 R : Iya Bu.
 T : Bagus sih menurut saya. Tapi saya tadi berdiri di belakang itu gambar benda yang agak kecil tu tidak begitu kelihatan je mbak.
 R : Iya Bu, tadi juga ada siswa yang mengatakan hal itu, dia duduk di bangku paling belakang. Dia tadi juga harus agak maju sekitar dua baris untuk memastikan gambar yang ada dia gambar, khususnya untuk gambar yang kecil Bu.
 T : Iya, itu memang kendalanya. Menurut saya, selain ada gambar besar yang ada di papan, mbak juga harus mempersiapkan gambar kecil untuk para siswa. jadi mereka bisa mengobserve gambarnya dari meja mereka masing-masing. Tapi untuk menjelaskan, bisa observe bersama-sama dari papan.

- R : Oh, begitu ya Bu. Ya nanti bisa dijadikan untuk evaluasi media saya. Kalau yang tentang classroom English itu bagaimana Bu?
- T : **Para siswa menjadi tahu beberapa ekspresi yang diucapkan selama proses belajar mengajar. Ya terus saja memakai classroom English. Itu juga akan memperkaya mereka pronunciation. Kalau teacher-nya terbiasa mengajarkan dalam bahasa Inggris, nanti lama-lama siswanya terbiasa dengan pronunciation yang biasa diucapkan teacher. Jadi sekalian membuat mereka hapal pronunciation tentang kata-kata tertentu. Penggunaan classroom English dilanjutkan saja mbak di Cycle II. Jadi bisa membuat siswa semakin familiar dengan kata-kata dalam bahasa Inggris.**
- R : Hehe, iya Bu. Kalau menurut ibu, pronunciation saya sudah benar belum Bu?
- T : Sudah cukup bagus. Tapi sesekali Mbak Arum masih membuka kamus ya kalau tidak yakin dengan pronunciationnya...
- R : Hehe, iya Bu. Takutnya nanti salah.
- T : Ya tidak apa-apa sekalian belajar.
- R : Hehe, iya Bu. **Kalau tentang punctuation dan capitalization-nya bagaimana Bu? Para siswa itu masih sering lupa kalau soal capitalization.**
- T : **Begitu saja Mbak. Besok kalau dalam meeting itu disisipkan exercise yang tentang punctuation dan capitalization bagaimana?**
- R : **Owh, iya Bu. Sudah saya siapkan. Jadi itu paragraph, deskripsi juga, tapi tidak ada punctuation dan semuanya huruf kecil. Mereka diminta untuk membetulkan berdasarkan cara capitalization dan tanda baca yang benar. Menurut ibu bagaimana?**
- T : **Ya, itu bisa untuk tambahan exercise. Kalau pada saat writing itu juga sering ada feedback untuk siswanya kan mbak?**
- R : Iya Bu. Sering cara tuliskan cara penulisan yang benar.
- T : Oh ya sudah. Dari situ kan siswa juga bisa tahu kalimat yang benar atau yang salah mana.
- R : Iya, Bu. Emm, kalau dengan cara mengajar saya bagaimana Bu?
- T : Hehe, Mbak Arum tu kurang sedikit tegas. Ditegasin saja kalau ada siswa yang bicara kurang sopan.
- R : Memangnya ada yang kurang sopan Bu?
- T : Iya, tadi sepintas saya melihat, pas Mbak Arum ingin menutup kelas tadi, tadi kan bilang, "What will you do after this? Go home or stay at school?", begitu kan? Tadi ada siswa yang bilang, "Go home? Ah go home piyee?".
- R : Hehe. Saya malah tidak tahu Bu.
- T : Ya kalau tahu, seharusnya seperti itu ditegur. Makanya tadi saya bilang "Siapa itu yang bicara dengan gaya seenaknya sendiri?". Besok lagi kalau ketahuan ada siswa yang seperti itu ditegur saja.
- R : Hehe. Iya, Bu.

Interview 15

Rabu, 26 Januari 2011

R : **Peneliti (Researcher)**

T : **Guru Mata Pelajaran (Teacher)**

Code: I-15

- R : Selamat siang Bu. Menurut ibu tadi kegiatannya bagaimana? Tadi ada game untuk membantu siswa dalam pengembangan ide.
- T : Bagus sekali itu mbak. Siswa jadi semangat sekali tadi. Bahkan tadi ada beberapa siswa kan yang mau maju?
- R : Hehe, iya Bu. Tadi saya tawari untuk maju mau apa tidak begitu. Ternyata tiga siswa mau maju, dan mereka senang sekali Bu. Bahkan ada salah satu siswa yang ingin maju sekali lagi, tapi sayangnya alokasi waktu untuk game-nya sudah habis. Jadi tidak saya ijin untuk maju. Saya bilang, "Lain kali ya...", hehe. Dan siswa itu agak kecewa.
- T : Hehe, ya benar itu, nanti kalau game terus materinya tidak masuk, hehe. Tapi secara keseluruhan para siswa menikmati. Mereka juga tambah percaya diri. Untuk yang gaining

- idea seperti itu, artinya kalau dipaksakan, berarti kan mereka memang bisa, kan? Jadi menurut saya tidak ada kendala dalam menulis kalau ide saja sudah didapatkan.
- R : Hehe, iya, Bu. Tadi saya juga sempat menyampaikan kalau cara gaining idea seperti ini diterapkan dalam English writing pasti mereka tidak kesulitan lagi dalam mencari ide. Mereka juga mengiyakan Bu.
- T : Mmmm, ya bagus kalau begitu. Berarti konten writing mereka harus bertambah.
- R : Hee, iya Bu.
- T : Tadi juga saya lihat exercisanya itu yang punctuation dan capitalization itu ya mbak?
- R : Iya, Bu. Itu hanya untuk membuat siswa selalu ingat penempatan punctuation dan capitalization yang tepat. Kemudian menurut ibu cara mendiskusikannya tadi bagaimana?
- T : Bagaimana *to* cara mendiskusikannya tadi?
- R : Jadi siswa saya minta untuk membaca dan membenarkan punctuation dan capitalizationnya. Kemudian setelah siswa itu selesai menjawab dengan benar, saya minta dia untuk menyebutkan nomer absen temannya secara acak, nomer yang disebut itu yang akan membaca kalimat berikutnya. Begitu Bu.
- T : Oh, ya bagus itu. Itu nanti malah akan membuat siswa selalu siap gitu kan?
- R : Iya Bu.
- T : Iya, jadi semua siswa harus siap dengan kalimat selanjutnya gitu kan?
- R : Iya, Bu. Cara itu juga karena rekomendasi dari salah satu anak yang dulu pernah saya wawancarai pada saat saya observasi. Hehe.
- T : Ya bagus itu.
- R : Baik, Bu. Terima kasih.
- T : Ya mbak.

Interview 16

Code: I-16

Rabu, 2 Februari 2011

R : Peneliti (Researcher)

S1 : Siswa 1 (Student 1)

- R : Permisi, dhek, Miss Arum minta waktunya sebentar yaa...
- S1 : Ya Miss. Hehe, sini Miss.
- R : Yaa. Mau tanya-tanya. Hehe. Gimana menurut adik, pengajaran yang sudah Miss Arum berikan? Ini kan pertemuan terakhir, jadi Miss Arum ingin tanya-tanya. Hehe.
- S1 : Asik, kok Miss. Menyenangkan. Pembelajarannya menyenangkan.
- R : Materinya gimana? Apa bisa dipahami?
- S1 : Bisa Miss.
- R : Menurut adik, apakah adik suka menulis dalam bahasa Inggris yang dikembangkan dari sebuah gambar?
- S1 : Iya lah Miss.
- R : Kenapa?
- S1 : Ya karena pembelajarannya akan lebih mudah dan menyenangkan sehingga tidak bosan.
- R : Oh, begitu ya? Menurut adik, apa dengan adanya gambar kemarin apa akan membantu dalam pengembangan sebuah paragraf deskriptif?
- S1 : Iya donk Miss. Sangat membantu.
- R : Kenapa itu, membantunya di bagian apa?
- S1 : Ya karena dengan adanya suatu gambar maka sebuah paragraf deskriptif dapat dikembangkan secara luas dan detail, kalau saya. Kan bisa menulis dari apa yang dari gambar Miss.
- R : Okay, terima kasih. Menurut adik, game yang kemarin pernah dimainkan bareng-bareng itu apa juga membantu dalam mengembangkan ide?
- S1 : Iya Miss. Kan kita juga di 'paksa' untuk mengeluarkan ide, kalau tidak ya kalah. Hehe. Dari game itu kan bisa belajar dan dilatih untuk terus berfikir secara luas dan cepat.

- R : Oh, yayaya... Nah, kemarin kan sudah nulis dalam bahasa Inggris beberapa kali ya, apa adik merasa lebih percaya diri dalam menulis dalam bahasa Inggris, khususnya menulis paragraf deskriptif?
- S1 : Iya, Miss. Menurut saya, semakin banyak berlatih menulis, maka hasilnya akan semakin bagus, meski masih ada beberapa kata yang kurang tepat, hehe.
- R : Hehe, ya itu kan bisa dipelajari lagi. Nah, setelah menghasilkan beberapa tulisan kemarin, apa sekarang suka menulis dalam bahasa Inggris? Trus kenapa itu?
- S1 : Iya Miss. Lumayan suka, karena ternyata menulis dengan bahasa Inggris itu cukup menyenangkan. Hehe...
- R : Okay, ya sudah, terima kasih ya dhek. Hehe.
- S1 : Ya, Miss. Sukses ya Miss.
- R : Hehe. Iya, terima kasih.

Interview 17

Code: I-17

Rabu, 2 Februari 2011

R : Peneliti (Researcher)

S2 : Siswa 2 (Student 2)

- R : Permissi, dhek, Miss Arum minta waktunya sebentar yaa...
- S2 : Ya Miss.
- R : Mau tanya-tanya. Hehe. Gimana menurut adik proses belajar-mengajar ini?
- S2 : Saya suka Miss. Ada permainannya. Itu membuat tidak gugup. Karena dari dulu saya takut dengan pelajaran bahasa Inggris.
- R : Lhoh, kenapa takut?
- S2 : Kan sulit Miss.
- R : Ya kan bisa dari yang sederhana nanti pasti bisa.
- S2 : Hehe. Kadang juga saya malu Miss, kalau tidak bisa. Kalau dengan game kemarin jadi belajar bareng deh, jadi tidak malu kalau tidak bisa. Malah jadi lebih PD gitu Miss, hehe.
- R : PD yang bagaimana?
- S2 : Jadi tidak takut salah.
- R : Ya bagus kalau begitu. Menurut adik, apakah adik suka menulis dalam bahasa Inggris yang dikembangkan dari sebuah gambar?
- S2 : Iya dong Miss. Karena dengan gambar kita lebih paham daripada tanpa gambar. Kan apa yang ditulis sudah ada, tidak perlu membayangkan-bayangkan apa yang harus ditulis. Tapi karena saya tidak begitu bisa tentang mengubah sebuah kalimat dalam bahasa Indonesia ke Inggris jadi sering bingung.
- R : Loh, kenapa harus diubah. Menulisnya langsung ke bahasa Inggris saja, kan tidak perlu mengubah lagi.
- S2 : Ya sulit Miss kalau begitu.
- R : Kan sudah ada polanya kemarin. Sudah latihan juga mulai pembentukan kalimatnya.
- S2 : Hehe, iya Miss.
- R : Menurut adik, dengan adanya gambar kemarin apa akan membantu dalam pengembangan sebuah paragraf deskriptif?
- S2 : Emmm, kalau menurut saya ini dapat membantu Miss. Karena dengan gambar dapat langsung tergambarkan apa yang akan dideskripsikan. Selain itu juga membuat saya ingat dengan kata-katanya.
- R : Maksudnya? Vocabulary-nya?
- S2 : Hehe, iya, itu. Kan bisa ingat kalau ada gambarnya.
- R : Okay, begitu ya. Menurut adik, game yang kemarin pernah dimainkan bareng-bareng itu apa juga membantu dalam mengembangkan ide?
- S2 : Iya, Miss. Membantu. Kita harus mikir cepet. Hehe. Tapi kadang saya kurang kosakata, jadi agak lama mikirnya. Hehe.

- R : Oh, yayaya... Nah, kemarin kan sudah nulis dalam bahasa Inggris beberapa kali ya, apa adik merasa lebih percaya diri dalam menulis dalam bahasa Inggris, khususnya menulis paragraf deskriptif?
- S2 : Kalau waktu menulis sih sudah percaya diri sekali Miss, sudah merasa paling benar sedunia, hahah. Tapi ternyata setelah dikoreksi sama Miss Arum itu sering saja masih ada coretannya.
- R : Hahaha, ada-ada saja. Kan dari coretannya itu bisa dipelajari lagi kan? Ada pembetulannya juga.
- S2 : Iya Miss. Hehe. Kadang lupa lagi. Hehe.
- R : Hmmm, harus diingat-ingat. Nah, setelah menghasilkan beberapa tulisan kemarin, apa sekarang suka menulis dalam bahasa Inggris? Trus kenapa bisa begitu?
- S2 : Agak suka sih Miss. Tapi yak arena kurang kosakata itu tadi, sama tidak begitu bisa dalam mengubah dalam bahasa Indonesia ke bahasa Inggris. Hehe.
- R : Yaa, itu bisa dipelajari lagi, kan?
- S2 : Iya, Miss.
- R : Kalau Miss Arum ngomong pakai bahasa Inggris itu apa jelas?
- S2 : Lumayan Miss. Tapi miss Arum kadang ngomongnya kurang keras, hehe. Jadi tidak begitu mendengar.
- R : Hehe, okay, bisa untuk bahan evaluasi. Terima kasih ya dhek.
- S2 : Hehe, ya Miss.

Interview 18

Code: I-18

Rabu, 2 Februari 2011

R : Peneliti (Researcher)

S3 : Siswa 3 (Student 3)

- R : Dhek, minta waktunya sebentar ya.
- S3 : Ya, Miss.
- R : **Mau tanya-tanya. Hehe. Gimana menurut adik tentang proses belajar-mengajar ini?**
- S3 : **Asik Miss. Seru yang pas game itu. Hehe.**
- R : **Game-nya gimana?**
- S3 : **Ya seru Miss. Seperti yang Miss arum bilang dulu, ternyata kita tu belajar selama kita bermain game. Kita bisa mendeskripsikan sesuatu. Terus, kita juga harus menyebutkan kata-kata yang berhubungan dengan topik. Hehe.**
- R : **Ya memang belajar, hanya kalian tidak sadar kan?**
- S3 : **Iya Miss.**
- R : Miss Arum kan setiap kali pertemuan pasti memakai bahasa Inggris, ya. Apa adik paham dengan instruksi yang Miss Arum berikan?
- S3 : Hehe, ada yang dapat saya pahami Miss, tapi ada juga yang tidak dimengerti. Karena kadang-kadang saya tidak tahu artinya. Hehe.
- R : Sering bawa kamus tidak sih?
- S3 : Kadang bawa Miss. Tapi kan kadang berat banget tasnya.
- R : Oh, begitu. Ya diusahakan bawa kamus ya. Kan bisa tahu artinya kalau bisa buka kamus. Bagaimana mau tahu artinya kalau kamusnya tidak dibawa, hehe.
- S3 : Hee, iya Miss. Tapi kadang-kadang saya bawa kok. Hee.
- R : Menurut adik, apakah adik suka menulis dalam bahasa Inggris yang dikembangkan dari sebuah gambar?
- S3 : Alhamdulillah suka, Miss.
- R : Kenapa dhek kok suka?
- S3 : Menurut saya, dengan gambar itu mudah dalam mendeskripsikan, dan kalau saya lebih mudah dalam penyusunan kata-kata.
- R : Oh, begitu. Menurut adik, dengan adanya gambar kemarin apa akan membantu dalam pengembangan sebuah paragraf deskriptif?
- S3 : Sangat membantu, Miss.
- R : Kenapa sangat membantu?

S3 : Karena tidak perlu mencari suatu objek yang akan diseskripsikan. Selain itu juga saya lebih ingat dengan kosakata yang ada dalam gambar. Dengan begitu kalau mau menulis, saya jadi lebih kaya kosakatanya.

R : Maksudnya yang disajikan dengan gambar?

S3 : Hehe. Iya Miss.

R : Okay. Menurut adik, game yang kemarin pernah dimainkan bareng-bareng itu apa juga membantu dalam mengembangkan ide?

S3 : Menurut saya membantu. Tapi terkadang saya juga merasa bingung karena kata-kata yang digunakan tidak dapat saya cerna atau mengetahui maksudnya.

R : Maksudnya?

S3 : Itu Miss, kata-kata yang dari gamenya. Kan terkadang ada kata yang sulit. Hehe.

R : Owh, begitu, kan hanya mencocokkan ssaja kan?

S3 : Hehe, iya Miss.

R : Nah, kemarin kan sudah nulis dalam bahasa Inggris beberapa kali ya, apa adik merasa lebih percaya diri dalam menulis dalam bahasa Inggris, khususnya menulis paragraf deskriptif?

S3 : Kalau saya tetap kurang merasa percaya diri Miss.

R : Lah kenapa?

S3 : Karena setelah saya lihat, kepunyaan teman saya itu lebih luas dalam menulis paragraf. Terlebih lagi saya terlalu minder kalau berhadapan dengan bahasa Inggris.

R : Kenapa minder?

S3 : Hehe, gak tahu Miss.

R : Kalau kamu belajar terus pasti nanti bisa. Kalau bisa baru percaya diri, begitu?

S3 : Iya Miss.

R : Pertama itu percaya diri dulu. Kalau kamu merasa belajar itu percaya diri, nanti pasti termotivasi untuk belajar. Lama-lama pasti bisa.

S3 : Hehe, yaa Miss.

R : Nah, setelah menghasilkan beberapa tulisan kemarin, apa sekarang suka menulis dalam bahasa Inggris? Trus kenapa bisa begitu?

S3 : Sedikit. Hehe. Karena itu tadi, kadang masih merasa kurang percaya diri. Hehe.

R : Oh, begitu, intinya kamu harus pupuk rasa percaya diri kamu dulu dhek.

S3 : Hehe, iya Miss.

R : Okay kalau begitu. Terima kasih ya dhek.

S3 : Ya Miss sama-sama, sukses selalu ya Miss Arum...

R : Oh, ya... Terima kasih.

Interview 19

Code: I-19

Rabu, 2 Februari 2011

R : Peneliti (Researcher)

S4 : Siswa 4 (Student 4)

R : Permisi dhek, minta waktunya sebentar ya...

S4 : Ya Miss. Ada apa Miss?

R : Hehe, ini kan pertemuan terakhir. Hanya ingin tanya-tanya.

S4 : Ya Miss.

R : Gimana menurut adik, pengajaran yang sudah Miss Arum berikan?

S4 : Seru Miss. Saya suka game-nya. Kalau saja setiap hari game pasti enak Miss. Hehe.

R : Loh, kalau setiap hari game kapan masuk ke materi? Itu kan hanya refreshing? Hehe. Ada-ada saja.

S4 : Hehe. Jadi gak tegang Miss. Jadi semangat juga. Teman-teman juga semangat, saya jadi senang kalau begini Miss.

R : Oh begitu ya dhek, syukurlah... Miss Arum kan setiap kali pertemuan pasti memakai bahasa Inggris, ya. Apa adik paham dengan instruksi yang Miss Arum berikan?

S4 : Paham Miss.

R : Beneran paham?

- S4** : Iya, paham. Karena instruksi dalam bahasa Inggris yang sering diucapkan Miss Arum tidak terlalu tinggi atau sulit. Dan menurut saya bahasanya sesuai dengan tingkat atau level kelas kami gitu Miss. Lagipula kan sudah dari awal pertemuan dengan miss Arum pakainya bahasa Inggris, jadi lumayan paham.
- R** : Oh, begitu ya? Hehe. Ya bagus kalau paham. Soalnya kata-kata yang Miss Arum ucapkan itu masih sederhana dan kalimat yang seharusnya ditemui di kelas.
- S4** : Iya Miss.
- R** : Menurut adik, apakah adik suka menulis dalam bahasa Inggris yang dikembangkan dari sebuah gambar?
- S4** : Iya Miss.
- R** : Mengapa suka?
- S4** : Karena menulis dalam bahasa Inggris dengan cara seperti itu akan menimbulkan kreativitas. Dan dalam pembelajaran tersebut menurut saya menyenangkan.
- R** : Okay. Menurut adik, dengan adanya gambar kemarin apa akan membantu dalam pengembangan sebuah paragraf deskriptif?
- S4** : Iya Miss. Lebih baik ada gambarnya daripada kalau menjelaskan hanya dengan membayangkan kan gak enak.
- R** : Okay. Menurut adik, game yang kemarin pernah dimainkan bareng-bareng itu apa juga membantu dalam mengembangkan ide?
- S4** : Lha itu tadi Miss yang saya bilang. Menyenangkan.
- R** : Nah itu menurut adik bisa membantu dalam pengembangan ide tidak?
- S4** : Iya Miss.
- R** : Kenapa?
- S4** : Karena kita dapat menyebutkan beberapa barang dan dapat mengetahuinya, dan bisa menebak apa yang dimaksud dalam twenty statements game. Menurut saya itu juga membuat saya mengetahui kosakata yang sebelumnya belum saya ketahui Miss.
- R** : Well, bagus kalau begitu. Hehe. Nah, kemarin kan sudah nulis dalam bahasa Inggris beberapa kali ya, apa adik merasa lebih percaya diri dalam menulis dalam bahasa Inggris, khususnya menulis paragraf deskriptif?
- S4** : Iya Miss. Karena setelah mempelajari beberapa, saya dapat menulis dengan percaya diri, yaaa meski masih kurang yakin dengan tata bahasanya.
- R** : Tidak apa-apa, yang penting percaya diri dulu. Nanti kalau sudah percaya diri kan jadi tahu mana yang salah mana yang benar.
- S4** : Hehe, iya Miss.
- R** : Nah, setelah menghasilkan beberapa tulisan kemarin, apa sekarang suka menulis dalam bahasa Inggris? Terus kenapa bisa begitu?
- S4** : Iya Miss. Sekarang saya suka menulis dalam bahasa Inggris.
- R** : Kenapa jadi suka?
- S4** : Jadi kekurangan saya kan masih banyak dalam menulis bahasa Inggris. Saya harap saya bisa memperbaiki tulisan serta tata bahasa yang menurut saya masih kurang Miss.
- R** : Okay, good. Terus belajar yaa.
- S4** : Ya Miss.
- R** : Terima kasih atas waktunya ya?
- S4** : Ya Miss. Sukses ya Miss Arum...
- R** : Okay, terima kasih.

Interview 20

Rabu, 2 Februari 2011

R : Peneliti (Researcher)

T : Guru Mata Pelajaran (Teacher)

R : Permisi Bu.

T : Ya Mbak. Sini Mbak.

Code: I-20

- R : Ya Bu. Bu, tadi kan sudah diadakan post test yang kedua. Menurut ibu bagaimana melihat hasil tulisan siswa ini secara sekilas?
- T : Lumayan mbak menurut saya. Punctuation juga sudah bagus. Penggunaan huruf kapital juga. Dan saya lebih suka membaca hasil pekerjaan siswa yang tulisannya rapi. Seperti ini. Kalau pengalaman dari test yang sebelumnya itu saya beri nilai yang lebih untuk tulisan yang rapi.
- R : Ya tidak apa-apa Bu. Kalau tulisannya rapi juga membacanya enak Bu.
- T : Iya Mbak.
- R : Bu, untuk menilai writing siswa, saya menggunakan rubrik yang saya adaptasi dari buku *Assessing Writing*-nya Weigle. Di situ ada empat aspek penilaian, yaitu *content*, *vocabulary*, *spelling*, dan *punctuation*. Menurut ibu, secara keseluruhan siswa, yang pertama dalam hal konten atau isi dari paragraf dahulu, apakah ada peningkatan antara writing siswa yang dahulu pernah di-testkan pertama, dengan test kedua dan ketiga?
- T : Menurut saya iya mbak. Jadi isinya itu lebih luas. Idenya berkembang. Kalau dahulu mereka menulis cuma sedikit sekali, entah karena males atau tidak tahu cara menulisnya dalam bahasa Inggris.
- R : Ya baguslah kalau begitu Bu. Jadi idenya lebih luas begitu ya Bu?
- T : Iya Mbak.
- R : Kalau dalam hal vocabulary, secara keseluruhan siswa, apa ada peningkatan dari writing test pertama, kedua, dan ketiga Bu?
- T : Kalau yang ketiga ini saya belum menilai ya. Tapi saya lihat sepintas tadi banyak siswa yang sudah tahu banyak tentang benda-benda yang ada dalam kehidupan sehari-hari. Mereka menyebutkan banyak hal. Seperti ini mbak, *washing machine*, *broom*, *curtain*, dan lain-lain. Yang pertama dulu tu kan pernah ada beberapa siswa yang tidak dapat membedakan antara *behind* dan *beside* kan? Padahal itu artinya benar-benar berbeda.
- R : Hehe, iya, dulu ada yang seperti itu. Sekarang kalau dalam hal spelling Bu? Apa ada peningkatan dari writing test pertama, kedua, dan ketiga ini?
- T : Spellingnya, dulu kan siswa hanya menulis sedikit ya Mbak. Jadi kemungkinan salah dalam hal spelling itu juga kecil. Tapi memang dulu juga banyak spellingnya yang kacau. Kalau yang writing test kedua, sepertinya sudah lumayan. Yang writing test kedua itu tu yang saya ingat, ada salah seorang siswa yang seharusnya tulisannya *'picture'* tapi karena kurang satu huruf *e* menulisnya jadi *'pictur'*. Lha itu kan mungkin siswa mengiranya tulisannya seperti itu karena setelah ditulis huruf *e*-nya tidak dibaca, kan? Atau mungkin saja siswanya itu tahu kalau ada huruf *e*-nya tapi karena dia terburu-buru jadi huruf *e*-nya tertinggal. Haha...
- R : Haha... Iya mungkin ya Bu. Menurut saya siswa menulis berdasar apa yang di-pronounce-kan. Meski tiak semua siswa begitu. Kalau soal punctuation bagaimana Bu?
- T : Kalau soal punctuation, yang saya lihat, improvementnya lumayan juga. Tapi beberapa siswa itu masih banyak yang menuliskan *"I am"* itu di tengahnya masih ada apostrophe-nya.
- R : Iya Bu, saya juga menemukan hal demikian. Tapi kalau saya lihat sepintas yang writing test ketiga ini sepertinya sudah minimal salahnya. Kalau implementasi game yang kemarin menurut ibu bagaimana?
- T : Iya, sudah minimal. Itu bagus, game-nya bisa untuk menambah wawasan juga untuk membuat siswa mampu berpikir cepat. Karena menurut saya di situ kan aka semacam kompetisi, jadi siswa harus mampu mengerahkan potensi maksimalnya. Mereka juga tampak senang dan termotivasi, kemarin yang mau maju berapa orang itu mbak?
- R : Kemarin hanya sempat untuk tiga orang Bu, tapi sebenarnya yang mau maju lebih dari tiga anak. Siswa yang menjadi lawannya, yang tidak maju pun merasa senang karena harus menantang yang ada di depan.
- T : Iya, kemarin saya lihat beberapa anak itu berdiskusi untuk mengalahkan yang ada di depan.
- R : Hehe, iya Bu. Kalau yang dengan classroom English menurut ibu bagaimana? Apakah saya menggunakan bahasa Inggris terlalu cepat atau tidak jelas? Soalnya ada siswa yang berkata kalau Bahasa Inggris saya terlalu cepat.
- T : Kalau menurut saya sudah standar, hanya saja siswa yang kadang kurang familiar jadi mereka kurang menangkap beberapa penjelasan, begitu.

- R** : Apakah mereka ada peningkatan Bu setelah memaksimalkan classroom English?
- T** : Bagus. Mereka jadi tahu beberapa ekspresi tambahan seperti ‘How’s life?’ dan ‘awesome’, atau ‘pretty good’.
- R** : Iya Bu, jadi jawaban mereka tidak ‘fine’ terus.
- T** : Kemarin instruksi game-nya itu juga menggunakan bahasa Inggris kan? Itu juga beberapa siswa sudah mampu menangkap apa yang disampaikan, jadi menurut saya ini efektif.
- R** : Iya Bu, saya menggunakan gerak tubuh untuk menjelaskan.
- T** : Iya, jadi menjabarkan penjelasan dan masih menggunakan bahasa Inggris tapi diikuti dengan gerak tubuh yang bisa membantu siswa mengerti. Gerak tubuh itu sebagai petunjuk begitu kan?
- R** : Iya Bu. Seperti itu.

**COURSE GRID OF ENGLISH TEACHING AND LEARNING PROCESS FOR THE FIRST GRADE STUDENTS
OF SMK N 1 TEMPEL, X OFFICE ADMINISTRATION 2 CLASS IN THE ACADEMIC YEAR OF 2010/2011**

Cycle	Standard of Competency	Basic Competency	Topic	Language Focus	Example of the expression	Key Vocabulary	Functional Text	The Use of Pictures	Indicators
I (1 st – 2 th meetings)	Communicating by using English in the <i>Level of Elementary</i>	Producing simple discourses which are adequate for basic purposes	The Students are Studying in the Classroom	<ul style="list-style-type: none"> - Asking for information - Giving information 	<ul style="list-style-type: none"> - What is the little girl doing now? - Is there any cupboard in the classroom? 	Cleaning, erasing, sweeping, teaching, reading, talking, typing, discussing, desk, chalk, painting, calling, writing,	Descriptive	<ul style="list-style-type: none"> - The pictures are presented in students' worksheet. - The students observe the pictures in pairs. - The pictures are used in vocabulary building activity. 	<p>The students are able to:</p> <ul style="list-style-type: none"> - describe an event which is happening based on the time and the place of the happening appropriately. - express statements by using 'there is/are' based on the time and the place of the happening appropriately. - mention verbs based on the pictures. - use prepositions in sentences. - Make a simple paragraph about what their friends are doing.

Cycle	Standard of Competency	Basic Competency	Topic	Language Focus	Example of the expression	Key Vocabulary	Functional Text	The Use of Pictures	Indicators
I (3 rd - 5 th meetings)	Communicating by using English in the <i>Level of Elementary</i>	Producing simple discourses which are adequate for basic purposes	I Love My Bedroom	<ul style="list-style-type: none"> - Asking for information - Giving information 	<ul style="list-style-type: none"> - What is the baby doing? - What are the in your bedroom? - There are four pink pillows on my bed. 	Bedroom, bed, pillow, bolster, curtain, carpet, window, vase, cupboard, comfortable, clean, dirty	Descriptive	<ul style="list-style-type: none"> - The pictures are used in vocabulary building activities. - The students work in individually and in pairs. - The students describe a picture in a listening activity. - The students tell a description about a picture. - The students write a description about a picture. 	<p>The students are able to:</p> <ul style="list-style-type: none"> - describe a picture by using there is/are appropriately. - answer the questions about an event. - use questions to ask about an event appropriately. - use question words in sentences appropriately. - arrange the jumbled sentences into a good paragraph. - mention the objects in the picture. - write a description of a picture.

Cycle	Standard of Competency	Basic Competency	Topic	Language Focus	Example of the expression	Key Vocabulary	Functional Text	The Use of Pictures	Indicators
II (6 th – 9 th meetings)	Communicating by using English in the <i>Level of Elementary</i>	Producing simple discourses which are adequate for basic purposes	Natural Disaster	<ul style="list-style-type: none"> - Asking for information - Giving information - Expression of feeling/ opinions concerning an event 	<ul style="list-style-type: none"> - When did the eruption happen? - How did the accident occur? - I was very shocked to hear the number of the victims. - I am sorry to hear that. 	evacuated, erupted, flood, victims, accident, shocked, scared.	Descriptive	<ul style="list-style-type: none"> - The pictures are presented in front of the class. - The students work in pairs to make a dialogue based on the picture. - The students play picture games. - The students write a simple paragraph tells about a picture. 	<p>The students are able to:</p> <ul style="list-style-type: none"> - describe the event which happened based on the time and place of the happening appropriately. - express the questions about the event which happened appropriately. - answer the questions about the event which happened appropriately. - express the expressions of feeling/ opinions concerning an event appropriately. - make sentences based on the picture.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Negeri 1 Tempel
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / II
Program Keahlian	: Administrasi Perkantoran
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>
Kompetensi Dasar	: 1.5. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.
Indikator	:
	<ul style="list-style-type: none">- Siswa mampu mengungkapkan peristiwa yang sedang terjadi secara lisan.- Siswa mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara tertulis.- Siswa mampu menyebutkan kata kerja yang berhubungan dengan gambar.
Pendidikan Karakter	: Jujur, Disiplin.
Tema	: Studying in the Classroom
Aspek/Skill	: Listening, Speaking, Writing
Alokasi Waktu	: 2 x 45 menit

I. Tujuan Pembelajaran:

- Di akhir pembelajaran, siswa diharapkan mampu mendeskripsikan peristiwa yang sedang terjadi dengan tepat sesuai waktu dan tempat kejadian secara lisan.
- Di akhir pembelajaran, siswa diharapkan mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara tertulis.

II. Materi Pembelajaran:

- Words and expressions used in the context of telling or describing events.
 - The students are cleaning the floor.
 - Asri is singing a song in the corner of the classroom.
 - When you arrive, the guests will be travelling around the city.
- Present continuous tense
 - S + to be + Ving + (object)
- Future continuous tense
 - S + will be + Ving + (object)
- There + be
 - There is a desk for teacher with a chair behind it.
 - There are thirty-six students in my classroom.

III. Metode/Teknik

PPP (Presentation, Practice, and Production).

IV. Kegiatan Pembelajaran

1. Pendahuluan

- ✓ Guru memberikan salam kepada siswa
Good morning, class.
How are you today?
- ✓ Guru meminta siswa untuk berdoa bersama
Before we start our lesson, let's say our prayer, shall we?
Thank you.
- ✓ Guru mengabsen siswa
Who is absent today?
What's the matter with her?
I hope she will get better soon.
- ✓ Guru memberikan pertanyaan kepada siswa tentang apa yang sedang terjadi atau dilakukan oleh seseorang .
What is Mrs. Rahmi doing? Is she writing? Is she teaching?
- ✓ Guru memulai pelajaran.
Ok. Let's start our lesson.

2. Inti

- ✓ Siswa mendengarkan dan mencatat penjelasan guru mengenai kalimat yang mengandung *present continuous tense* dan *there be*. (eksplorasi)
- ✓ Siswa mencari kata kerja yang sering dijumpai dalam kegiatan sehari-hari. (eksplorasi)
- ✓ Siswa mencari kata kerja yang berhubungan dengan gambar, kemudian menuliskannya dalam buku. (eksplorasi)
- ✓ Siswa mendiskusikan kata yang telah ditemukan bersama teman. (eksplorasi)
- ✓ Siswa menanyakan kata-kata yang masih dianggap sulit kepada guru. (elaborasi).
- ✓ Siswa berdiskusi dengan teman sebangku membuat kalimat berdasarkan gambar secara lisan (elaborasi).
- ✓ Siswa menganalisa kata yang diperdengarkan melalui kegiatan listening. (elaborasi)
- ✓ Siswa mendapatkan feedback dari guru terhadap tugas yang telah dikerjakan. (konfirmasi)

3. Penutup

- ✓ Guru memberikan kesempatan kepada siswa untuk bertanya.
- ✓ Guru memberikan evaluasi tentang hasil belajar siswa.

- ✓ Guru memberikan tugas rumah (*homework*).
- ✓ Guru bersama siswa menyimpulkan hasil pembelajaran.

V. Sumber Belajar

Pramesti, Maria Regina Dyah. 2008. *English for SMK 1*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

VI. Media Pembelajaran

- Picture



- Worksheet

VII. Penilaian

- | | |
|---------------|-----------------------|
| 1. Teknik | : Tes tertulis |
| 2. Bentuk | : Pertanyaan tertulis |
| 3. Instrument | : Terlampir |

4. Pedoman penilaian :

- Task 1: Butir soal dengan jawaban yang benar mendapatkan skor 1
- Task 2: Butir soal dengan jawaban yang benar mendapatkan skor 1
- Task 3: Butir soal dengan jawaban yang benar mendapatkan skor 2
- Task 4: Butir soal dengan jawaban yang benar mendapatkan skor 1
- Jumlah skor seluruh adalah 35
- Nilai akhir = $\frac{\text{total skor}}{7} \times 2 = \frac{35}{7} \times 2$

5. Rubrik penilaian :

Rubrik penilaian afektif:

No.	Aspek	Skor	Keterangan
1	Kejujuran	31-50	Siswa mengerjakan tugas individu tanpa mencontek
		21-30	Siswa mengerjakan tugas individu kadang-kadang dengan mencontek
		10-20	Siswa mengerjakan tugas individu dengan mencontek
2	Kedisiplinan	31-50	Siswa mengerjakan tugas tepat waktu
		21-30	Siswa mengerjakan tugas sedikit terlambat dari waktu yang diharapkan
		10-20	Siswa tidak dapat menyelesaikan tugas

Rubrik penilaian kognitif: -

Tempel, _____

Mengetahui,
Guru Mata Pelajaran

Pengajar

Suratmi, S. Pd.

Arum Wahyuningsih

Exercise 1

I. Task 1

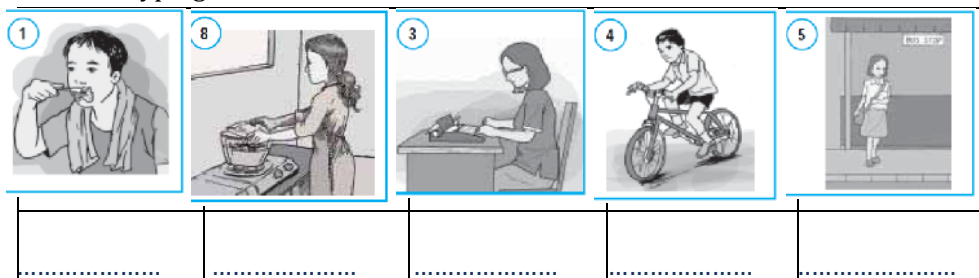
Listen to your teacher carefully then number the pictures.



II. Task 2

Match the phrases below with the pictures.

- going to school
- cooking in the kitchen
- riding bicycle
- brushing the teeth
- typing a letter



III. Task 3

Look at the pictures in task 2. Practice the dialogue with your friend.



call his friend

Example

Student A : What is Mr. Bram doing?

Student B : He is calling his friend.

IV. Task 4

Complete the passage below by using the appropriate form of 'be'.

Favorite Classroom

My classroom is the best classroom in my school. It is very clean and tidy. There 1)_____ a big whiteboard in front of the class. In the corner of the room, there 2)_____ some plants in the big pots. They make our classroom fresh and beautiful. There 3)_____ a desk for teacher with a chair behind it. Near the teacher's desk, there (4)_____ a cupboard. There 5)_____ thirty-six students in my classroom. There 6)_____ eighteen desks for the students. In the wall, there 7)_____ a clock to show the time. There 8)_____ also five brooms to sweep our classroom. We have some windows, but there 9)_____ only a door. We love our classroom. There 10)_____ some teachers who love it too.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Negeri 1 Tempel
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / II
Program Keahlian	: Administrasi Perkantoran
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>
Kompetensi Dasar	: 1.5. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.
Indikator	: <ul style="list-style-type: none">- Siswa mampu mendeskripsikan peristiwa yang sedang terjadi secara tertulis.- Siswa mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara tertulis.- Siswa mampu menggunakan berbagai macam bentuk preposition dalam kalimat.- Siswa mampu melengkapi paragraf yang mengandung <i>there be + preposition</i>.- Siswa mampu membuat paragraf tentang kejadian yang sedang terjadi secara tertulis.
Pendidikan Karakter	: Jujur, Disiplin
Tema	: Studying in the Classroom
Aspek/Skill	: Reading, Writing
Alokasi Waktu	: 2 x 45 menit

I. Tujuan Pembelajaran:

- Di akhir pembelajaran, siswa diharapkan mampu mendeskripsikan peristiwa yang sedang terjadi dengan tepat sesuai waktu dan tempat kejadian secara tertulis.
- Di akhir pembelajaran, siswa diharapkan mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara tertulis.
- Di akhir pembelajaran, siswa diharapkan mampu menggunakan berbagai macam preposition dalam suatu kalimat.

II. Materi Pembelajaran:

- Present continuous tense
 - S + be + Ving
 - Mr. Bandi is teaching math in second floor of this building.
- There be with preposition

Positive:

- There is a cupboard in the classroom.
- There are three books on the table.

Negative:

- There isn't a cupboard in the classroom.
- There aren't three books on the table.

Interrogative:

- Is there a cupboard in the classroom?
- Are there three books on the table?

III. Metode/Teknik

PPP (Presentation, Practice, and Production).

IV. Kegiatan Pembelajaran

1. Pendahuluan

- ✓ Guru memberikan salam kepada siswa
Good morning, class.
How are you today?
- ✓ Guru meminta siswa untuk berdoa bersama
Before we start our lesson, let's say our prayer, shall we?
Thank you.
- ✓ Guru mengabsen siswa
Who is absent today?
What's the matter with her?
I hope she will get better soon.
- ✓ Guru menanyakan kepada siswa letak suatu benda di dalam kelas dan memberikan pilihan jawaban.
Where is the chalk? Is it *under* the table or *on* the table?
- ✓ Guru memulai pelajaran.
Ok. Let's start our lesson.

2. Inti

- ✓ Siswa mengingat kembali materi dalam pertemuan sebelumnya (present continuous tense). (eksplorasi)
- ✓ Siswa mendengarkan dan mencatat penjelasan guru mengenai kalimat yang mengandung *there be + preposition*. (eksplorasi)
- ✓ Siswa mencari kata kerja kemudian membentuknya dalam bentuk *verb+ing*. (eksplorasi)
- ✓ Siswa berlatih membuat kalimat yang mengandung *there be + preposition*. (elaborasi)
- ✓ Siswa membaca teks singkat tentang situasi kemudian membuat kalimat dengan pola present continuous tense. (elaborasi)

- ✓ Siswa menganalisa sebuah gambar kemudian melengkapi paragraf yang mengandung *there be + preposition*. (elaborasi)
- ✓ Siswa bertanya kepada siswa lain atau kepada guru jika mengalami kesulitan dalam mengerjakan latihan. (konfirmasi)
- ✓ Siswa membuat paragraf yang mengandung present continuous tense. (elaborasi)
- ✓ Siswa bersama guru mengoreksi latihan yang telah dikerjakan. (konfirmasi)
- ✓ Siswa mendapat feedback dari guru mengenai hasil tulisan yang telah dibuat. (konfirmasi)

3. Penutup

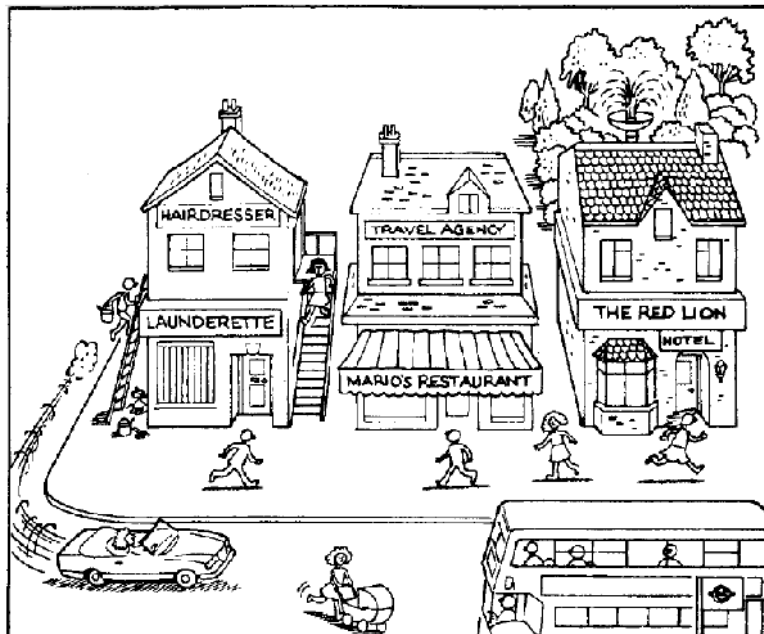
- ✓ Guru memberikan evaluasi tentang hasil belajar siswa.
- ✓ Guru memberikan tugas rumah (*homework*).
- ✓ Guru bersama siswa menyimpulkan hasil pembelajaran.
- ✓ Guru memberikan *feedback* terhadap hasil pembelajaran.

V. Sumber Belajar

Pramesti, Maria Regina Dyah. 2008. *English for SMK 1*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

VI. Media Pembelajaran

- Picture





- Worksheet

VII. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : Pertanyaan tertulis
3. Instrument : Terlampir
4. Pedoman penilaian :
 - Task 1: Butir soal dengan jawaban yang benar mendapatkan skor 2
Butir soal dengan jawaban kurang tepat mendapatkan skor 1
 - Task 2: Butir soal dengan jawaban yang benar mendapatkan skor 1
 - Task 3: menggunakan *writing rubric*.
 - Nilai akhir untuk task 3 terpisah.
 - Untuk task 1 dan 2, nilai akhir = $\frac{\text{total skor}}{3} = \frac{30}{3}$
5. Rubrik penilaian :

Rubrik penilaian afektif:

No.	Aspek	Skor	Keterangan
1	Kejujuran	31-50	Siswa mengerjakan tugas individu tanpa mencontek
		21-30	Siswa mengerjakan tugas individu kadang-kadang dengan mencontek
		10-20	Siswa mengerjakan tugas individu dengan mencontek
2	Kedisiplinan	31-50	Siswa mengerjakan tugas tepat waktu
		21-30	Siswa mengerjakan tugas sedikit terlambat dari waktu yang diharapkan
		10-20	Siswa tidak dapat menyelesaikan tugas

Rubrik penilaian kognitif:

Aspects	Score	Criteria
Content	21-25	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	16-20	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic,

		but lacks detail.
	10-15	FAIR TO POOR: limited knowledge of subject, little substance, inadequate to development of topic.
	6-10	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
Vocabulary	21-25	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	16-20	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i> .
	6-10	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Spelling	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, no error of spelling.
	16-20	GOOD TO AVERAGE: occasional errors of spelling, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: frequent error of spelling, <i>but meaning not obscured</i> .
	6-10	VERY POOR: no mastery conventions, dominated by errors of spelling, OR not enough to evaluate.
Punctuation	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of punctuation and capitalization.
	16-20	GOOD TO AVERAGE: occasional errors of punctuation, capitalization, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: frequent errors of punctuation and capitalization, poor handwriting, <i>meaning confused or obscured</i> .
	6-10	VERY POOR: no mastery conventions, dominated by errors of punctuation and capitalization, handwriting illegible, OR not enough to evaluate.

Adapted from Weigle (2002:116)

Tempel, _____

Mengetahui,
Guru Mata Pelajaran

Pengajar

Suratmi, S.Pd.

Arum Wahyuningsih

Exercise 2

Task 1

Read the situations below then answer the questions that follow.

Example: Karno Rano is a businessman. At the moment he is in a plane on his way to Jakarta from Jayapura. There is a cup of coffee in his right hand, a smile on his face, and a beautiful woman in front of him.

Question: What is he doing?

Answers: 1. He's flying to Jakarta.
2. He's drinking a cup of coffee.

Text 1

Ms. Widiastuti is a teacher. She is in class now.

Question: What is she doing?

Text 2

Ricardo Kaka' is a great football player. He is on the field now, and everyone's eyes are on him.

Question: What is he doing?

Text 3

Andika has a job in bank from 09.00 a. m. to 05.00 p.m. It is 02.00 p. m. now and he is still in the bank.

Question: What is he doing?

Text 4

Mr. and Mrs. Yulianto are at a restaurant now. The steak is very good and so is the orange juice.

Question: What are they doing?

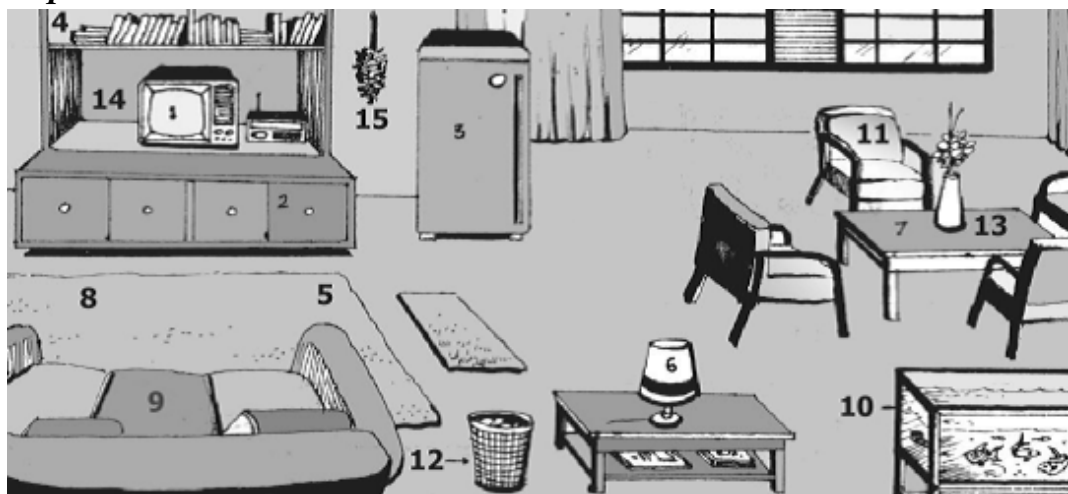
Text 5

Komang and Rita are at the cinema. There is their favorite movie there.

Questions: What are Komang and Rita doing?

Task 2

Look at the picture below. Complete the paragraph which describes the situation of the picture by choosing one of the words in the parenthesis.



This is a room in my house. There are many things here. There _____ (is/are) a television _____ (in/on) the cabinet. There _____ (is/are) also some drawers on the cabinet. _____ (Beside/Between) the cabinet, there _____ (is/are) a refrigerator. There _____ (is/are) some books on the cabinet. There _____ (is/are) a carpet _____ (beside/between) the sofa and the cabinet. There _____ (is/are) a table lamp _____ (in/on) the table. There _____ (is/are) also a vase on the table. There isn't a table _____ (between/behind) the sofa and the cabinet. There aren't any cushions _____ (on/at) the sofa. There _____ (is/are) an aquarium _____ (in/on) the living room. There _____ (is/are) some armchairs in the living room. There is a rubbish basket _____ (behind/between) the sofa and the table. There aren't glasses _____ (in/on) the table. There _____ (is/isn't) a fan on the cabinet. There _____ (is/isn't) a duster (between/in front of) the cabinet and the refrigerator. My family and I like to call this room as a center of activities. We like to do many things here.

Task 3

Write a paragraph describing what the people in your classroom are doing right now.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Negeri 1 Tempel
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / II
Program Keahlian	: Administrasi Perkantoran
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>
Kompetensi Dasar	: 1.5. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.
Indikator	: <ul style="list-style-type: none">- Siswa mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara lisan.- Siswa mampu mendeskripsikan suatu gambar dengan menggunakan kalimat yang diperdengarkan, yang mengandung “there is/are” dengan tepat secara lisan.- Siswa mampu menggunakan pertanyaan tentang peristiwa yang sedang terjadi secara lisan.- Siswa mampu membedakan fungsi dari masing-masing <i>question words</i> dengan tepat.- Siswa mampu menggunakan <i>question words</i> dalam suatu kalimat dengan tepat secara lisan.
Pendidikan Karakter	: Disiplin, Kreatif, Bersahabat/Komunikatif, Rasa Ingin Tahu
Tema	: The Students are Studying in the Class
Aspek/Skill	: Listening, Speaking, Writing
Alokasi Waktu	: 2 x 45 menit

I. Tujuan Pembelajaran:

- Di akhir pembelajaran, siswa diharapkan mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian.
- Di akhir pembelajaran, siswa diharapkan mampu menggunakan pertanyaan tentang peristiwa yang sedang terjadi dengan tepat.

II. Materi Pembelajaran:

- There + be
 - There is a desk for teacher with a chair behind it.
 - There are thirty-six students in my classroom.
 - There was an accident in Jalan Sudirman this morning.
 - There were only two students in classroom yesterday.

- There will be a music concert in Lapangan Margorejo tonight.
- Present Future Tense
 - The guests will be traveling around the city.
 - We will be waiting for the summer holiday.

III. Metode/Teknik

PPP (Presentation, Practice, and Production).

IV. Kegiatan Pembelajaran

1. Pendahuluan

- ✓ Guru memberikan salam kepada siswa
Good morning, class.
How are you today?
- ✓ Guru mengabsen siswa
Who is absent today?
What's the matter with her?
I hope she will get better soon.
- ✓ Guru menanyakan pertanyaan kepada siswa yang berhubungan dengan there+be.
 - Was there any student in this classroom during the break time this morning?
 - Were there any homework yesterday?
- ✓ Guru memulai pelajaran.
Ok. Let's start our lesson.

2. Inti

- ✓ Siswa bersama guru mengulang dengan singkat materi yang telah diajarkan pada pelajaran sebelumnya. (*eksplorasi*)
- ✓ Siswa mendengarkan dan mencatat penjelasan mengenai materi yang sedang dibicarakan. (*eksplorasi*)
- ✓ Siswa mencari contoh kalimat tanya yang mengandung question words. (*elaborasi*)
- ✓ Siswa mencari kejadian yang dapat dicari infonya dengan menggunakan kalimat tanya yang mengandung question words. (*elaborasi*)
- ✓ Siswa menjawab pertanyaan yang mengandung *question words*. (*elaborasi*)
- ✓ Siswa mendiskusikan bersama teman dan guru jawaban dari kalimat tanya. (*eksplorasi*)
- ✓ Siswa menanyakan kata yang masih dianggap sulit kepada guru. (*konfirmasi*)
- ✓ Siswa mendeskripsikan gambar melalui kegiatan listening. (*elaborasi*)

- ✓ Siswa mendapatkan feedback dari guru tentang jawaban pertanyaan. (*konfirmasi*)
- ✓ Siswa membuat outline tentang paragraf yang akan dibuat. (*elaborasi*)
- ✓ Siswa menuliskan paragraf deskripsi dengan kalimat yang mengandung *there be* dan *preposition*.
- ✓ Siswa mendapatkan feedback dari guru tentang tulisan yang telah dibuat. (*konfirmasi*)

3. Penutup

- ✓ Guru memberikan evaluasi tentang hasil belajar siswa.
- ✓ Guru memberikan tugas rumah (*homework*).
- ✓ Guru bersama siswa menyimpulkan hasil pembelajaran.
- ✓ Guru memberikan *feedback* terhadap hasil pembelajaran.

V. Sumber Belajar

Pramesti, Maria Regina Dyah. 2008. *English for SMK 1*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

VI. Media Pembelajaran

- Picture





- Worksheet

VII. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : Pertanyaan tertulis
3. Instrument : Terlampir
4. Pedoman penilaian :
 - Task 1: Setiap butir soal dengan jawaban yang benar mendapatkan skor 1
 - Task 2: Setiap butir soal dengan jawaban yang benar mendapatkan skor 1

- Task 3: Setiap dialog dengan kalimat yang tepat mendapatkan skor 5
- Task 4: Setiap butir soal dengan jawaban yang benar mendapatkan skor 1
- Task 5: menggunakan rubric
- Jumlah skor seluruh = 35
- Nilai akhir = $\frac{\text{total skor} \times 2}{7}$

5. Rubrik penilaian :

Rubrik penilaian afektif:

No.	Aspek	Skor	Keterangan
1	kreatifan	21-35	wa mampu mengkreasikan tulisannya menjadi menarik
		11-20	wa mampu membuat tulisannya mengkreasikan tulisannya namun kurang begitu menarik
		0-10	wa tidak dapat mengkreasikan tulisannya
2	munikatif	21-35	wa mudah berkomunikasi dengan teman untuk mendiskusikan kesulitan belajar siswa.
		11-20	wa hanya mendiskusikan kesulitannya kepada orang tertentu.
		0-10	wa sulit berkomunikasi dengan teman untuk mendiskusikan kesulitan belajar siswa.
3	sa Keingintahuan	21-30	wa menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.
		11-20	wa kadang-kadang menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.
		0-10	wa tidak menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.

Rubrik penilaian kognitif:

Aspects	Score	Criteria
Content	21-25	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	16-20	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
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Vocabulary	21-25	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	16-20	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage, <i>but meaning not obscured</i> .
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	6-10	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Spelling	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, no error of spelling.
	16-20	GOOD TO AVERAGE: occasional errors of spelling, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: frequent error of spelling, <i>but meaning not obscured</i> .
	6-10	VERY POOR: no mastery conventions, dominated by errors of spelling, OR not enough to evaluate.
Punctuation	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of punctuation and capitalization.
	16-20	GOOD TO AVERAGE: occasional errors of punctuation, capitalization, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: frequent errors of punctuation and capitalization, poor handwriting, <i>meaning confused or obscured</i> .
	6-10	VERY POOR: no mastery conventions, dominated by errors of punctuation and capitalization, handwriting illegible, OR not enough to evaluate.

Adapted from Weigle (2002:116)

Tempel, _____

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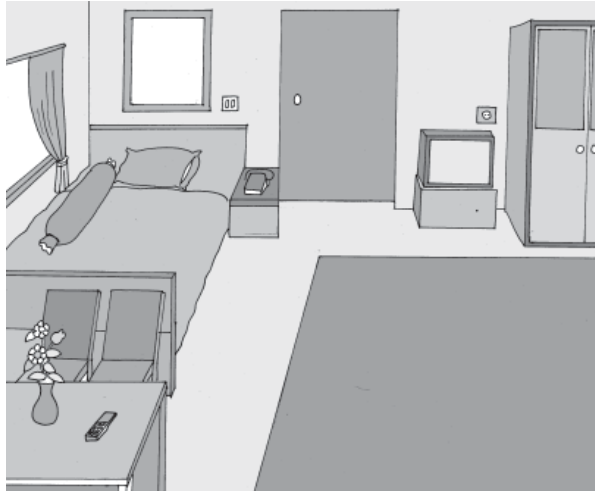
Suratmi, S.Pd.

Arum Wahyuningsih

EXERCISE 3

Task 1

Look at this picture. Observe the picture carefully. What are there in the room?



Task 2

Look at the picture again. Listen to the recording. There will be 10 statements about the picture. Write T (True) if the statement is correct or write F (False) if the statement is incorrect.

Task 3

Make two simple dialogues from the picture in task 1. Then practice the dialogues with your friend.

Example: Tiara : Is there a television?
 Weka : Yes, there is.
 Tiara : Where is it?
 Weka : It is *beside* the cupboard.

Task 4

Fill in the blanks with correct words.

I love Bali very much. There (be) many tourist resorts there. There (be) an international music concert in Kuta beach two weeks ago. Actually, my friends and I wanted to go there. Unfortunately there (be) a final examination so we could not go there. Next Saturday, there (be) a Japanese instrumental music concert. We do not want to lose our chance. We (spend) our holidays this weekend.

Task 5

Make a short paragraph telling about a room in your house. Here some questions to guide you in making the paragraph.

1. What room you will talk about?
2. What do you usually do in that room?
3. What are there?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Negeri 1 Tempel
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / II
Program Keahlian	: Administrasi Perkantoran
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>
Kompetensi Dasar	: 1.5. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.
Indikator	:
	<ul style="list-style-type: none">- Siswa mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara tertulis.- Siswa mampu menjawab pertanyaan yang mengandung question words secara tertulis.- Siswa mampu mengurutkan kalimat-kalimat yang disusun secara acak untuk dibentuk dalam suatu paragraph secara tertulis.- Siswa mampu menyebutkan benda-benda yang terdapat dalam gambar.- Siswa mampu menuliskan paragraf deskripsi tentang suatu gambar.
Pendidikan Karakter	: Disiplin, Kreatif, Bersahabat / komunikatif, Rasa ingin tahu
Tema	: My House
Aspek/Skill	: Reading, Writing
Alokasi Waktu	: 2 x 45 menit

I. Tujuan Pembelajaran:

- Di akhir pembelajaran, siswa diharapkan mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara tertulis.
- Di akhir pembelajaran, siswa diharapkan mampu membuat paragraf deskripsi tentang suatu gambar secara tertulis.

II. Materi Pembelajaran:

- There + be
 - There is a desk for teacher with a chair behind it.
 - There are thirty-six students in my classroom.
- Jumbled Sentences
 - First, there is a big bed in the room.
 - I am staying in room 324B with Dita.
 - Last, there is a clean bathroom with a shower in the corner of the room.
 - Next to the bed, there is a big window where we can see a beautiful view.

- The hotel is very clean.
 - The room is very comfortable. Why?
 - Then, above the window, there is an air conditioner.
 - We are staying in Surabaya Grand Hotel.
- Pictures



III. Metode/Teknik

PPP (Presentation, Practice, and Production).

IV. Kegiatan Pembelajaran

1. Pendahuluan

- ✓ Guru memberikan salam kepada siswa
Good morning, class.
How are you today?
- ✓ Guru meminta siswa untuk berdoa bersama
Before we start our lesson, let's say our prayer, shall we?
Thank you.
- ✓ Guru mengabsen siswa
Who is absent today?
What's the matter with her?
I hope she will get better soon.
- ✓ Guru memberikan pertanyaan kepada siswa tentang benda-benda yang ada di dalam kamar mereka.
What are there in your room?
Is there television in your room?
Is there a bookshelf in your room?
- ✓ Guru memulai pelajaran.
Ok. Let's start our lesson.

2. Inti

- ✓ Siswa mengingat kembali pelajaran pertemuan lalu tentang there + be dan preposition. (*eksplorasi*)
- ✓ Siswa mengingat kembali tentang question words. (*eksplorasi*)
- ✓ Siswa mendengarkan penjelasan guru tentang tips untuk brainstorming ide. (*eksplorasi*)
- ✓ Siswa secara berkelompok menyebutkan benda-benda yang terdapat dalam gambar. (*eksplorasi*)
- ✓ Siswa membuat kalimat dari masing-masing benda yang sudah disebutkan. (*elaborasi*)
- ✓ Siswa mengecek kebenaran kalimat yang sudah dibuatnya kepada teman dan guru. (*konfirmasi*)
- ✓ Siswa menghubungkan satu kalimat dengan kalimat yang lain dengan connective devices. (*elaborasi*)
- ✓ Siswa menjawab pertanyaan yang mengandung question words berdasarkan suatu bacaan. (*elaborasi*)
- ✓ Siswa mengurutkan kalimat yang telah disusun secara acak. (*elaborasi*)

- ✓ Siswa mengecek urutan kalimat yang benar dalam suatu paragraf. (*konfirmasi*)
- ✓ Siswa membuat paragraf deskripsi berdasarkan gambar. (*elaborasi*)

3. Penutup

- ✓ Guru memberikan evaluasi tentang hasil belajar siswa.
- ✓ Guru memberikan tugas rumah (*homework*).
- ✓ Guru bersama siswa menyimpulkan hasil pembelajaran.
- ✓ Guru memberikan *feedback* terhadap hasil pembelajaran.

V. Sumber Belajar

Pramesti, Maria Regina Dyah. 2008. *English for SMK 1*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

VI. Media Pembelajaran

- Picture
- Worksheet

VII. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : Pertanyaan tertulis
3. Instrument : Terlampir
4. Pedoman penilaian :
 - Task 1: Butir soal dengan jawaban yang benar mendapatkan skor 1
 - Task 2: Satu kalimat dengan nomor urutan yang benar mendapatkan skor 1
 - Task 3: Menggunakan *writing rubric*.
5. Rubrik penilaian :
Rubrik penilaian afektif:

No.	Aspek	Skor	Keterangan
1.	Kedisiplinan	20-25	Siswa mengerjakan tugas tepat waktu
		15-20	Siswa mengerjakan tugas sedikit terlambat dari waktu yang diharapkan
		5-15	Siswa tidak dapat menyelesaikan tugas
2.	Kekreatifan	20-25	Siswa mampu mengkreasikan tulisannya menjadi menarik
		15-20	Siswa mampu membuat tulisannya mengkreasikan tulisannya namun kurang begitu menarik
		5-15	Siswa tidak dapat mengkreasikan tulisannya
3.	Komunikatif	20-25	Siswa mudah berkomunikasi dengan teman untuk mendiskusikan kesulitan belajar siswa.
		15-20	Siswa hanya mendiskusikan kesulitannya kepada orang tertentu.
		5-15	Siswa sulit berkomunikasi dengan teman untuk mendiskusikan kesulitan belajar siswa.

4.	Rasa Keingintahuan	20-25	Siswa menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.
		15-20	Siswa kadang-kadang menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.
		5-15	Siswa tidak menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.

Rubrik penilaian kognitif:

Aspects	Score	Criteria
Content	21-25	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	16-20	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	10-15	FAIR TO POOR: limited knowledge of subject, little substance, inadequate to development of topic.
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Vocabulary	21-25	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
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Spelling	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, no error of spelling.
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	10-15	FAIR TO POOR: frequent error of spelling, <i>but meaning not obscured</i> .

	6-10	VERY POOR: no mastery conventions, dominated by errors of spelling, OR not enough to evaluate.
Punctuation	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of punctuation and capitalization.
	16-20	GOOD TO AVERAGE: occasional errors of punctuation, capitalization, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: frequent errors of punctuation and capitalization, poor handwriting, <i>meaning confused or obscured</i> .
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Adapted from Weigle (2002:116)

Tempel, _____

Mengetahui,
Guru Mata Pelajaran

Pengajar

Suratmi, S.Pd.

Arum Wahyuningsih

EXERCISE 4

Task 1

Read the following paragraph and then answer the questions that follow.

SPORTS

Sport is very useful for our health. There are a lot of sports we can do. The popular sports in our country are badminton, football, boxing, volleyball, swimming, tennis, etc. Sometimes we need money to do sports, but sometimes we do not need money to do them. Not all people have enough money to spend for sports. There are some cheap sports such as jogging, running, and walking. All people can do jogging, running, or walking without spending money. These sports are very good for young and old people. Moreover people can do them everywhere and every time they like. If we do jogging, running, or walking regularly, we will be fresh and healthy all the time. There are some sports we can do in a team, such as football, volleyball, basketball, etc. While swimming, high jumping, and long jumping are done individually.

(Taken from English for SMK 1)

Questions:

1. Is jogging good for old people?
2. Do sports always need money?
3. Give examples of cheap sports.
4. Give examples of expensive sports.
5. What sports are done in a team?
6. What sports are done individually?
7. What are the advantages of sports?

Task 2

Arrange these following sentences in a good order. Then rewrite it in a paragraph.

A Comfortable Hotel Room

Now I'm in Surabaya with my friends to have an English Debate Contest.

.....
.....
..... We like to stay in this hotel because the service is very nice.

Jumbled sentences:

- a. First, there is a big bed in the room.
- b. I am staying in room 324B with Dita.
- c. Last, there is a clean bathroom with a shower in the corner of the room.
- d. Next to the bed, there is a big window where we can see a beautiful view.
- e. The hotel is very clean.
- f. The room is very comfortable. Why?
- g. Then, above the window, there is an air conditioner.
- h. We are staying in Surabaya Grand Hotel.

Task 3

Write a paragraph describing about the picture below. Use the sentence with "there is/are" and preposition.



My Bedroom

This is my room. I love to stay here. There are many things inside my room. There is/are.....

.....

.....

.....

.....

.....

Posttest Cycle I

Instruction:

Make a paragraph describing about the picture. You can entitle the paragraph with your own words related to the picture.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Negeri 1 Tempel
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / II
Program Keahlian	: Administrasi Perkantoran
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>
Kompetensi Dasar	: 1.5. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.
Indikator	:
	<ul style="list-style-type: none">- Siswa mampu mendeskripsikan peristiwa yang sedang terjadi dengan tepat sesuai waktu dan tempat kejadian secara lisan.- Siswa mampu mengungkapkan pertanyaan tentang peristiwa yang sedang terjadi dengan tepat secara lisan.- Siswa mampu mengungkapkan perasaan/pendapat tentang peristiwa yang sedang terjadi dengan tepat secara lisan.
Pendidikan Karakter	: Jujur, Disiplin, Kreatif, Bersahabat/Komunikatif, Rasa Ingin Tahu.
Tema	: Natural Disaster
Aspek/Skill	: Listening, Speaking
Alokasi Waktu	: 2 x 45 menit

I. Tujuan Pembelajaran:

- Di akhir pembelajaran, siswa diharapkan mampu mendeskripsikan peristiwa yang sedang terjadi dengan tepat sesuai waktu dan tempat kejadian secara lisan.
- Di akhir pembelajaran, siswa diharapkan mampu mengungkapkan pertanyaan tentang peristiwa yang sedang terjadi dengan tepat.
- Di akhir pembelajaran, siswa diharapkan mampu mengungkapkan perasaan/pendapat tentang peristiwa yang sedang terjadi dengan tepat secara lisan.

II. Materi Pembelajaran:

- Question about event:
 - Example of questions:
 - a. What happened? → Danny *got* an accident.
 - b. How did it happen? → It happened very quickly.
 - c. When did it happen? → It happened two hours ago.
 - d. Where did it happen? → It happened in the workshop.

e. Why did it happen? → It happened because he was careless.

- Functions

- a. We use *What* to ask about one or more things.
- b. We use *How* to ask about manners.
- c. We use *When* to ask about time.
- d. We use *Where* to ask about places.
- e. We use *Why* to ask about reason.

- Expression of feeling:

- I am sorry to hear that.
- Congratulation.
- I am shocked to hear that.
- That's a pity.
- We're sorry to hear that.
- That's annoying.

III. Metode/Teknik

PPP (Presentation, Practice, and Production).

IV. Kegiatan Pembelajaran

1. Pendahuluan

- ✓ Guru memberikan salam kepada siswa
Good morning, class.
How are you today?
- ✓ Guru mengabsen siswa
Who is absent today?
What's the matter with her?
I hope she will get better soon.
- ✓ Guru memberikan pertanyaan kepada siswa tentang topic yang sedang hangat di sekitar sekolah.
 - a. Why did some trucks stop in Jalan Magelang Tempel this morning? (Because there was a disaster in Jumoyo Jalan Magelang KM22)
 - b. What happened in Jumoyo Jalan Magelang KM22? (Cold Lava Flood)
 - c. When did it happen? (It happened last night)
How did it happen? (It happened fast).
- ✓ Guru memulai pelajaran.
Ok. Let's start our lesson.

2. Inti

- ✓ Siswa mereview singkat tentang materi pertemuan sebelumnya tentang *present continuous tense* dan *future continuous tense*. (*eksplorasi*)
- ✓ Siswa membuat contoh kalimat dengan pola *future continuous tense* bersama teman sebangku. (*elaborasi*)
- ✓ Siswa mendengarkan penjelasan singkat peneliti mengenai kalimat tanya untuk menanyakan suatu kejadian. (*eksplorasi*)
- ✓ Siswa mendengarkan percakapan tentang suatu kejadian dari sebuah dialog. (*eksplorasi*)
- ✓ Siswa mendiskusikan informasi yang ada dalam dialog bersama teman sebangku. (*elaborasi*)
- ✓ Siswa bersama teman sebangku menjawab pertanyaan dari suatu kejadian yang ada dalam dialog. (*elaborasi*)
- ✓ Siswa meneliti jawaban bersama peneliti. (*konfirmasi*)
- ✓ Siswa menganalisa sebuah gambar yang diberikan oleh peneliti. (*eksplorasi*)
- ✓ Siswa bersama teman sebangku membuat dialog tentang topik yang terdapat dalam gambar. (*elaborasi*)
- ✓ Siswa mempraktekkan dialog yang telah dibuat. (*elaborasi*)
- ✓ Siswa memberikan komentar terhadap teman yang mempraktekkan dialog yang telah dibuat. (*konfirmasi*)

3. Penutup

- ✓ Guru memberikan evaluasi tentang hasil belajar siswa.
- ✓ Guru bersama siswa menyimpulkan hasil pembelajaran.
- ✓ Guru memberikan *feedback* terhadap hasil pembelajaran.

V. Sumber Belajar

Pramesti, Maria Regina Dyah. 2008. *English for SMK 1*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

VI. Media Pembelajaran

- Picture





VII. Penilaian

1. Teknik : Tes Lisan
 2. Bentuk : Conversation
 3. Instrument : Terlampir
 4. Pedoman penilaian :
 5. Rubrik penilaian :
- Rubrik penilaian afektif:

No.	Aspek	Skor	Indikator
1	Kejujuran	16-20	Siswa mengerjakan tugas individu tanpa mencontek
		11-15	Siswa mengerjakan tugas individu kadang-kadang dengan mencontek
		5-10	Siswa mengerjakan tugas individu dengan mencontek
2	Kedisiplinan	16-20	Siswa mengerjakan tugas tepat waktu
		11-15	Siswa mengerjakan tugas sedikit terlambat dari waktu yang diharapkan
		5-10	Siswa tidak dapat menyelesaikan tugas
3	Kekreatifan	16-20	Siswa mampu mengkreasikan tulisannya menjadi menarik
		11-15	Siswa mampu membuat tulisannya mengkreasikan tulisannya namun kurang begitu menarik
		5-10	Siswa tidak dapat mengkreasikan tulisannya
4	Komunikatif	16-20	Siswa mudah berkomunikasi dengan teman untuk mendiskusikan kesulitan belajar siswa.
		11-15	Siswa hanya mendiskusikan kesulitannya kepada orang tertentu.
		5-10	Siswa sulit berkomunikasi dengan teman untuk mendiskusikan kesulitan belajar siswa.

5	Rasa Keingintahuan	16-20	Siswa menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.
		11-15	Siswa kadang-kadang menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.
		5-10	Siswa tidak menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.

Rubrik penilaian kognitif: -

Mengetahui,
Guru Mata Pelajaran

Tempel, _____
Pengajar

Suratmi, S.Pd.

Arum Wahyuningsih

Dialogue between two classmates, Dian and Nita. They are in their classroom. They are talking about a flood.

- Dian : (Entering the classroom. She looks panic) Good morning, Nita.
- Nita : Good morning, Dian. Calm down. You look panic. What happened?
- Dian : I have an aunt. She lives with her husband in Lampung. There was a big flood destroyed her city where she lives. I'm so scared. We cannot make contact with them.
- Nita : Really? I'm sorry to hear that, Dian. Okay, calm down. Sit down here.
- Dian : Okay.
- Nita : Well, now tell me. When did it happen?
- Dian : It happened yesterday morning. When we watched morning news on TV, the broadcasters said that there was a big flood destroyed Lampung Tengah. Suddenly, my father made a call for my uncle. Unfortunately there was no contact.
- Nita : Wow, I am so shock. Why did it happen?
- Dian : They said it happened because of illegal logging. Besides, the rain fell continuously.
- Nita : Wew. How did it happen?
- Dian : It happened very quickly so that we lost contact with my aunt.
- Nita : Owh, I'm deeply sorry to hear that. So your family is still waiting for the news about them?
- Dian : My parents are so shock; they are left Jogja this morning and went to Lampung.
- Nita : I guessed so. Okay, just wait for their condition and pray for them. I will be waiting for the news.
- Dian : Okay. Thanks' Nita.
- Nita : Never mind.

Exercise 5

Make a dialogue with your partner talking about the situation in the picture.

These questions may guide you in making the dialogue.

- ✓ What happened?
- ✓ How did it happen?
- ✓ When did it happen?
- ✓ Where did it happen?
- ✓ Why did it happen?
- ✓ Is there any victim?
- ✓ How do you feel about that disaster?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Negeri 1 Tempel
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / II
Program Keahlian	: Administrasi Perkantoran
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>
Kompetensi Dasar	: 1.5. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.
Indikator	:
	<ul style="list-style-type: none">- Siswa mampu mendeskripsikan peristiwa yang sedang terjadi dengan tepat sesuai waktu dan tempat kejadian secara tertulis.- Siswa mampu mengungkapkan pertanyaan tentang peristiwa yang sedang terjadi dengan tepat secara tertulis.- Siswa mampu mengungkapkan perasaan/pendapat tentang peristiwa yang sedang terjadi dengan tepat secara tertulis.
Pendidikan Karakter	:
Tema	: Natural Disaster
Aspek/Skill	: Reading, Writing
Alokasi Waktu	: 2 x 45 menit

I. Tujuan Pembelajaran:

- Di akhir pembelajaran, siswa diharapkan mampu mendeskripsikan peristiwa yang sedang terjadi dengan tepat sesuai waktu dan tempat kejadian secara tertulis.
- Di akhir pembelajaran, siswa diharapkan mampu mengungkapkan pertanyaan tentang peristiwa yang sedang terjadi dengan tepat secara tertulis.
- Di akhir pembelajaran, siswa diharapkan mampu mengungkapkan perasaan/pendapat tentang peristiwa yang sedang terjadi dengan tepat secara tertulis.

II. Materi Pembelajaran:

- Question about event:
 - Example of questions:
 - a. What happened? → Danny *got* an accident.
 - b. How did it happen? → It happened very quickly.
 - c. When did it happen? → It happened two hours ago.
 - d. Where did it happen? → It happened in the workshop.

e. Why did it happen? → It happened because he was careless.

- Functions

- a. We use *What* to ask about one or more things.
- b. We use *How* to ask about manners.
- c. We use *When* to ask about time.
- d. We use *Where* to ask about places.
- e. We use *Why* to ask about reason.

- Expression of feeling:

- I am sorry to hear that.
- Congratulation.
- I am shocked to hear that.
- That's a pity.
- We're sorry to hear that.
- That's annoying.

III. Metode/Teknik

PPP (Presentation, Practice, and Production).

IV. Kegiatan Pembelajaran

1. Pendahuluan

- ✓ Guru memberikan salam kepada siswa
Good morning, class.
How are you today?
- ✓ Guru mengabsen siswa
Who is absent today?
What's the matter with her?
I hope she will get better soon.
- ✓ Peneliti menanyakan pertanyaan yang berkaitan dengan materi?
 - Inung what happened to your hair?
 - Haditya, what happened to your bag?
- ✓ Guru memulai pelajaran.
Ok. Let's start our lesson.

2. Inti

- ✓ Siswa mereview singkat tentang materi pertemuan sebelumnya tentang *present continuous tense*. (*eksplorasi*)
- ✓ Siswa mendengarkan penjelasan singkat peneliti mengenai future continuous tense melalui kalimat yang dituliskan di papan. (*eksplorasi*)
- ✓ Siswa membuat contoh kalimat dengan pola future continuous tense bersama teman sebangku. (*elaborasi*)

- ✓ Siswa mengingat kembali pelajaran di pertemuan sebelumnya mengenai kalimat tanya untuk menanyakan suatu kejadian. (*eksplorasi*)
- ✓ Siswa bermain game yang dapat membantu mereka dalam mengembangkan ide dari sebuah gambar. (*elaborasi*)
- ✓ Siswa memperhatikan peneliti saat menjelaskan kembali tentang *punctuation* dan *capitalization*. (*eksplorasi*)
- ✓ Siswa mengerjakan worksheet. (*elaborasi*)
- ✓ Siswa mendiskusikan jawaban dengan teman dan peneliti. (*konfirmasi*)

3. Penutup

- ✓ Guru memberikan evaluasi tentang hasil belajar siswa.
- ✓ Guru bersama siswa menyimpulkan hasil pembelajaran.
- ✓ Guru memberikan *feedback* terhadap hasil pembelajaran.

V. Sumber Belajar

Pramesti, Maria Regina Dyah. 2008. *English for SMK 1*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

VI. Media Pembelajaran

- Picture
- Worksheet

VII. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : Pertanyaan tertulis
3. Instrument : Terlampir
4. Pedoman penilaian :
 - Task 1:
 - Tanpa kesalahan, skor 24
 - Kesalahan 1 s.d. 5 tanda baca, skor 20
 - Kesalahan 6 s.d 10 tanda baca, skor 15
 - Kesalahan di atas 11 tanda baca, skor 10
 - Task 2: Setiap butir soal dengan jawaban yang benar mendapatkan skor 1
 - Task 3: Menggunakan *writing rubric*.
 - Nilai akhir= $\frac{\text{total skor}}{3} = \frac{30}{3}$
5. Rubrik penilaian :
Rubrik penilaian afektif:

No.	Aspek	Skor	Keterangan
1	Kejujuran	16-20	Siswa mengerjakan tugas individu tanpa mencontek
		11-15	Siswa mengerjakan tugas individu kadang-kadang dengan mencontek
		5-10	Siswa mengerjakan tugas individu dengan mencontek
2	Kedisiplinan	16-20	Siswa mengerjakan tugas tepat waktu
		11-15	Siswa mengerjakan tugas sedikit terlambat dari waktu yang diharapkan
		5-10	Siswa tidak dapat menyelesaikan tugas
3	Kekreatifan	16-20	Siswa mampu mengkreasikan tulisannya menjadi menarik
		11-15	Siswa mampu membuat tulisannya mengkreasikan tulisannya namun kurang begitu menarik
		5-10	Siswa tidak dapat mengkreasikan tulisannya
4	Komunikatif	16-20	Siswa mudah berkomunikasi dengan teman untuk mendiskusikan kesulitan belajar siswa.
		11-15	Siswa hanya mendiskusikan kesulitannya kepada orang tertentu.
		5-10	Siswa sulit berkomunikasi dengan teman untuk mendiskusikan kesulitan belajar siswa.
5	Rasa Keingintahuan	16-20	Siswa menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.
		11-15	Siswa kadang-kadang menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.
		5-10	Siswa tidak menanyakan atau mencari tahu hal yang belum diketahui atau kurang jelas.

Rubrik penilaian kognitif:

Mengetahui,
Guru Mata Pelajaran

Tempel, _____
Pengajar

Suratmi, S.Pd.

Arum Wahyuningsih

Exercise 6

Task 1

Correct the passage below with the right punctuation and capitalization.

pratama is a 26 year single man. he comes from magelang, central java. he has just graduated from law department in gadjah mada university. now he works in a great insurance company in jakarta. one of his hobbies is traveling. he has visited many regions in indonesia, such as north sumatra, west sumatra, ujung kulon, yogyakarta, bali, lombok, north sulawesi, etc. he also likes watching football matches with a friend in a stadium in his free time. his great dream is visiting mecca in saudi arabia to do the pilgrimage. he hopes that next year his dream will come true. pratama loves pets. he has three cute cats at home. he loves them very much. he always keeps the cats well by giving them the best food. other things that pratama likes to do are getting up early in the morning and going to bed early at night.

Task 2

Answer the questions below based on the text.

- 1) Has Pratama got married?
- 2) Where did he graduate from?
- 3) Did he study law in Mecca, Yogyakarta or in Magelang?
- 4) Where does he work now?
- 5) Does he have one hobby or more than one hobby?
- 6) When does he usually watch football matches?
- 7) What does he really want to do next year?
- 8) What pets does he have at home, dogs or cats?
- 9) How does he keep his pets?
- 10) Does he hate getting up early in the morning?

Task 3

Correct the punctuation and capitalization in the passages below.

mr jasmani and family

mr jasmani is a factory worker and mrs jasmani is a teacher she teaches english in a vocational school in semarang. they have been home, and at the moment they are relaxing with their family. mr jasmani is sitting in a sofa, watching some news on tv mrs jasmani is beside her husband reading a woman magazine their son rifky is drawing on the computer. their daughter. ayu is in her bedroom she is practicing a pop song with her piano. their other daughter susi is in the kitchen now. she is, preparing her favourite instant noodle. their other son rusbad is in the bathroom. he is taking a bath. their pet meong the cat, is in the yard running after a grasshopper, and klinchy the rabbit is chewing carrots in its cage.

Task 4

Complete the dialogue below by filling in the blanks with the right answers in the box.

There was an accident in the way when Sari went to school. Sari is telling the story to Dewi, her classmate.

Sari : Wew, I'm very shocked.

Dewi : _____, Sari?

Sari : I saw an accident on the road.

Dewi : _____?

Sari : It happened this morning.

Dewi : Really? _____?

Sari : It happen when there was a girl crossed the road. Suddenly a motorcycle passed the road and hit the girl. The girl was unconscious and a car lifted her to the hospital.

Dewi : Wow, that's pity. _____, Sari?

Sari : It happened because the girl crossed the road carelessly and the road was very slippery.

Dewi : By the way, _____?

Sari : In Jalan Magelang KM 20.

Dewi : _____ because this morning I passed that way.

I'm very shocked how did it happen what happened when did it happen where did it happen why did it happen
--

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Negeri 1 Tempel
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / II
Program Keahlian	: Administrasi Perkantoran
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>
Kompetensi Dasar	: 1.5. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.
Indikator	: <ul style="list-style-type: none">- Siswa mampu mendeskripsikan peristiwa yang sedang terjadi dengan tepat sesuai waktu dan tempat kejadian secara tertulis.- Siswa mampu membuat kalimat berdasarkan gambar secara tertulis.- Siswa mampu membuat paragraf berdasarkan kelompok gambar yang ada secara tertulis.- Siswa mampu menghubungkan antar kalimat hingga membentuk sebuah paragraf.- Siswa mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara tertulis.
Pendidikan Karakter	: Jujur, Disiplin
Tema	: Family Activities
Aspek/Skill	: Writing
Alokasi Waktu	: 2 x 45 menit

I. Tujuan Pembelajaran:

- Di akhir pembelajaran, siswa diharapkan mampu mendeskripsikan peristiwa yang sedang terjadi dengan tepat sesuai waktu dan tempat kejadian secara tertulis.
- Di akhir pembelajaran siswa diharapkan mampu mengungkapkan pernyataan dengan menggunakan “there is/are” dengan tepat sesuai waktu dan tempat kejadian secara tertulis.

II. Materi Pembelajaran:

- Present continuous tense:
 - My father is painting the wall of my room.
 - My mother is cooking.
- There is/are:
 - There is a cup of coffee on the table.
 - There is a detergent beside the bucket.

- Ide pengembangan paragraf:
 - My family : my father, my mother, my brother, my sister, and I.
 - my father : living room, news paper, coffee, biscuits.
 - my mother : bathroom, washing clothes, detergent, brush, bucket.
 - my brother : garage, fixing motorcycle, screws, box, chair.
 - my sister : backyard, her friend, cat, toys, box.
 - I : bedroom, chair, singing a song, guitar, table.

III. Metode/Teknik

PPP (Presentation, Practice, and Production).

IV. Kegiatan Pembelajaran

1. Pendahuluan

- ✓ Guru memberikan salam kepada siswa
Good morning, class.
How are you today?
- ✓ Guru meminta siswa untuk berdoa bersama
Before we start our lesson, let's say our prayer, shall we?
Thank you.
- ✓ Guru mengabsen siswa
Who is absent today?
What's the matter with her?
I hope she will get better soon.
- ✓ Guru memberikan pertanyaan kepada siswa tentang apa yang sedang dilakukan oleh guru bahasa Inggris mereka:
 - What is Mrs. Ratmi doing? Where is she?
 - So, how is the combination of the answers?
 (Example: Mrs. Ratmi is writing something in front of the classroom)
- ✓ Guru memulai pelajaran.
Ok. Let's start our lesson.

2. Inti

- ✓ Siswa me-review kembali materi di pertemuan sebelumnya. (*eksplorasi*)
- ✓ Siswa bertanya kepada peneliti jika masih ada kesulitan mengenai *questions about events*. (*konfirmasi*)
- ✓ Siswa membuat paragraf berdasarkan gambar. (*elaborasi*)
- ✓ Siswa mendengarkan tips-tips peneliti cara pengembangan ide. (*eksplorasi*)
- ✓ Siswa latihan pengembangan ide secara berkelompok. (*elaborasi*)
- ✓ Siswa membuat paragraf sederhana berdasarkan contoh. (*elaborasi*)

- ✓ Siswa berlatih membuat paragraf yang mengandung present continuous tense dan 'there is/are'. (*elaborasi*)
- ✓ Siswa melakukan peer-correction terhadap hasil tulisannya sebelum dikumpulkan. (*konfirmasi*)

3. Penutup

- ✓ Guru memberikan evaluasi tentang hasil belajar siswa.
- ✓ Guru memberikan tugas rumah (*homework*).
- ✓ Guru bersama siswa menyimpulkan hasil pembelajaran.
- ✓ Guru memberikan *feedback* terhadap hasil pembelajaran.

V. Sumber Belajar

Pramesti, Maria Regina Dyah. 2008. *English for SMK 1*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

VI. Media Pembelajaran

- Picture



- Worksheet

VII. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : Pertanyaan tertulis
3. Instrument : Terlampir
4. Pedoman penilaian :

- Task 1: Setiap butir soal jawaban yang benar mendapatkan skor 1
- Task 2: menggunakan writing rubric.

5. Rubrik penilaian :

Rubrik penilaian afektif:

No.	Aspek	Skor	Keterangan
1	Kejujuran		Siswa mengerjakan tugas individu tanpa mencontek
			Siswa mengerjakan tugas individu kadang-kadang dengan mencontek
			Siswa mengerjakan tugas individu dengan mencontek
2	Kedisiplinan		Siswa mengerjakan tugas tepat waktu
			Siswa mengerjakan tugas sedikit terlambat dari waktu yang diharapkan
			Siswa tidak dapat menyelesaikan tugas

Rubrik penilaian kognitif:

Aspects	Score	Criteria
Content	21-25	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	16-20	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	10-15	FAIR TO POOR: limited knowledge of subject, little substance, inadequate to development of topic.
	6-10	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
Vocabulary	21-25	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	16-20	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i> .
	6-10	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Spelling	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, no error of spelling.
	16-20	GOOD TO AVERAGE: occasional errors of spelling, <i>but meaning not obscured</i> .

	10-15	FAIR TO POOR: frequent error of spelling, <i>but meaning not obscured</i> .
	6-10	VERY POOR: no mastery conventions, dominated by errors of spelling, OR not enough to evaluate.
Punctuation	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of punctuation and capitalization.
	16-20	GOOD TO AVERAGE: occasional errors of punctuation, capitalization, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: frequent errors of punctuation and capitalization, poor handwriting, <i>meaning confused or obscured</i> .
	6-10	VERY POOR: no mastery conventions, dominated by errors of punctuation and capitalization, handwriting illegible, OR not enough to evaluate.

Adapted from Weigle (2002:116)

Tempel, _____

Mengetahui,
Guru Mata Pelajaran

Pengajar

Suratmi, S.Pd.

Arum Wahyuningsih


Exercise 7

Family Activities

Complete the paragraph below by using the appropriate words.

Now 6 a.m. in the morning. My father _____ (cut) his beard.  My

brother _____ (cut) his _____, too.  My mother

_____ in front of the sink.  While my sister

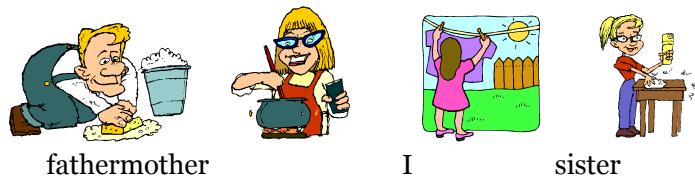
_____ in the bathroom. 

Make simple paragraphs based on the pictures below. Tell that they are doing something.

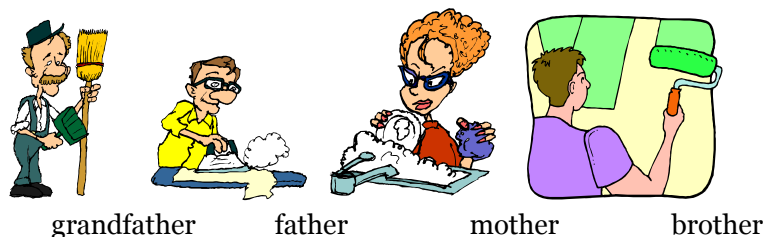
1. Now 9 p.m. in the evening.



2. Now 9 a.m. in the morning.



3. Now 7 a.m. in the morning.



Developing Ideas

My family: my father, my mother, my brother, my sister, and I.

- my father : living room, news paper, coffee, biscuits.
- my mother : bathroom, washing clothes, detergent, brush, bucket.
- my brother : garage, fixing motorcycle, screws, box, chair.
- my sister : backyard, her friend, cat, toys, box.
- I : bedroom, chair, singing a song, guitar, table.

Paragraphs

My Family

There are five people in my family. They are my father, my mother, my brother, my sister, and I. Now we are busy with our own activities at home.

Now, my father is sitting in the living room. He is reading a newspaper. There is a cup of coffee on the table in front of my father. There are also some biscuits beside the coffee.

My mother is in the bathroom. She is washing some clothes. There are some clothes in the bucket. There is a detergent box beside the bucket. There is a brush next to the detergent.

My brother is in the garage. He is fixing his motorcycle. There are some screws on the box. There is a chair beside the box.

My sister is in the backyard. She is playing with her friend. There is a cat beside her. Next to the cat, there are some toys in the box.

I am in my bedroom. I am sitting in a chair and singing a song. There is a guitar on my hand. There is a radio on the table. Beside the radio, there is a lyric paper.

Write a paragraph about your family based on the situation. Try to develop the outline into paragraph.

Situation: Today is Sunday. Your family members are busy doing their activities in your house. They do the different activities.

Posttest Cycle II

Instruction: Write a simple paragraph based on the situation.

Situation: Today is Sunday. Your family members are busy doing their activities in their holiday. You are also doing your activity. Tell what your family members are doing right now.

Pedoman observasi
Aktivitas Guru dalam Proses Pembelajaran Berlangsung

No	Aspek	SB	B	K	SK
1.	Tehnik membuka pelajaran.		√		
2.	Metode yang digunakan: - Ceramah - Pemberian tugas - Diskusi		√	√ √	
3.	Penyampaian tujuan pengajaran.		√		
4.	Penggunaan media yang sesuai materi.				√
5.	Menciptakan suasana belajar yang menarik.		√		
6.	Membangkitkan minat belajar siswa.		√		
7.	Membantu kesulitan siswa selama pelajaran.			√	
8.	Bersikap adil pada semua anak.			√	
9.	Menjawab pertanyaan siswa.		√		
10.	Teknik mengakhiri pelajaran.		√		

Keterangan:

SB : Sangat baik

B : Baik

K : Kurang

SK : Sangat kurang

Pedoman Observasi Guru Dalam Kegiatan Menulis

No	Aspek	Indikator	SB	B	K	SK
1.	Kegiatan pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan apersepsi terhadap teks yang akan dibahas. 2. Guru mengarahkan siswa dalam menggali <i>background knowledge</i> tentang jenis teks yang akan dibahas. 3. Guru menjelaskan mengenai jenis teks yang akan dibahas. 4. Guru memberikan kesempatan siswa untuk bertanya. 5. Guru membangkitkan motivasi siswa untuk berpartisipasi aktif dalam kegiatan pembelajaran. 		√		
2	Kegiatan Inti					
	a. <i>Planning (pre-writing)</i>	<ol style="list-style-type: none"> 1. Guru memberikan media. 2. Guru mengarahkan siswa dalam menggali background knowledge tentang topik yang akan ditulis dari media yang ditunjukkan. 3. Guru mengarahkan siswa dalam mengumpulkan informasi sebanyak-banyaknya mengenai topik yang akan ditulis. 4. Guru meminta siswa untuk menulis ide yang ada dalam pikiran. 5. Guru meminta siswa untuk membuat outline ide yang telah ditulis. 		√	√	
	b. <i>Drafting</i>	<ol style="list-style-type: none"> 1. Guru mengarahkan siswa untuk menuliskan <i>main idea</i> dalam setiap paragraf. 2. Guru mengarahkan siswa untuk menuliskan <i>supporting detail</i> dalam setiap paragraf. 		√		

No	Aspek	Indikator	SB	B	K	SK
	<i>c. Revising</i>	1. Guru berkeliling memeriksa hasil tulisan siswa. 2. Guru memberikan masukan terhadap hasil tulisan siswa. 3. Guru meminta siswa merevisi tulisan berdasarkan masukan yang sudah didapat.		√	√	
	<i>d. Editing</i>	1. Guru meminta siswa memeriksa beberapa hal di tulisan mereka meliputi <i>grammar</i> , tanda baca, dan pengejaan. 2. Guru meminta kepada siswa untuk saling memberi masukan terhadap hasil tulisan siswa lain. 3. Guru membantu siswa dalam memperbaiki tulisan. 4. Guru memberikan masukan terhadap hasil tulisan mereka.		√ √	√	
	<i>e. Publishing</i>	1. Guru meminta siswa untuk menuliskan kembali hasil pekerjaan mereka yang telah diedit.		√		
3	Kegiatan Penutup	1. Guru mengarahkan siswa mengungkapkan kesulitan yang dialami selama proses menulis dengan media gambar. 2. Guru mengarahkan siswa menyimpulkan kegiatan pembelajaran		√ √		

Keterangan:

SB : Sangat baik

B : Baik

K : Kurang

SK : Sangat kurang

LEMBAR OBSERVASI IMPLEMENTASI

Nama Observer : _____ Tempat : _____
 Tanggal/Waktu : _____

No.	Hal-hal yang Diamati	Uraian/deskripsi
1.	Kegiatan Pembukaan a. Bagaimana respon siswa ketika guru memberikan pertanyaan <i>eliciting</i> ?	Durasi (..... s.d.)
2.	Kegiatan Inti b. Bagaimana respon siswa ketika guru menjelaskan materi? c. Apakah siswa terlibat aktif dalam kegiatan pembelajaran? d. Bagaimana respon siswa ketika guru memberikan latihan? e. Apakah siswa berusaha membuka catatan atau bertanya kepada guru atau temannya ketika menemui kesulitan? f. Bagaimana kemampuan siswa dalam kegiatan menulis setelah kegiatan pembelajaran? g. Apakah media yang digunakan sesuai dengan keadaan dan interest siswa?	Durasi (..... s.d.)
3.	Kegiatan Penutup h. Adakah siswa yang bertanya kepada guru pada saat <i>me-review</i> materi yang telah dipelajari?	Durasi (..... s.d.)

Pedoman Wawancara

Sebelum Action:

1. Apakah kendala Ibu dalam mengajarkan Bahasa Inggris kepada siswa?
2. Apakah kendala Ibu dalam mengajarkan ketrampilan menulis dalam Bahasa Inggris?
3. Solusi apa yang sering Ibu gunakan untuk mengatasi kendala tersebut?
4. Bagaimana cara Ibu untuk memotivasi siswa dalam kegiatan menulis?
5. Apakah penggunaan media dalam kegiatan pembelajaran Bahasa Inggris sudah berjalan dengan baik?
6. Menurut Ibu, apakah kelebihan dan kekurangan penggunaan media dalam kegiatan pembelajaran Bahasa Inggris?

Sesudah Action:

1. Bagaimana pendapat Ibu mengenai proses belajar mengajar tadi?
2. Menurut Ibu, apakah tujuan belajar mengajar sudah tercapai? Jika belum, pada bagian mana dan apa yang menjadi kendalanya?

Pedoman wawancara dengan siswa

Sebelum Action:

1. Apakah adik menyukai pelajaran bahasa Inggris?
2. Apa yang membuat adik suka/tidak suka pelajaran bahasa Inggris?
3. Kesulitan apakah yang adik hadapi ketika menulis dalam Bahasa Inggris?
4. Menurut adik, pelajaran bahasa Inggris seperti apa yang menyenangkan?

Sesudah Action:

1. Apakah anda suka jika menulis dalam bahasa Inggris yang dikembangkan dari sebuah gambar? Mengapa?
2. Menurut anda, dengan adanya gambar, apa akan membantu dalam pengembangan sebuah paragraf deskriptif? Mengapa?
3. Menurut anda, dengan adanya 'bingo' dan 'who am I' game, apa akan membantu anda dalam mengembangkan ide tentang topik yang sedang dibahas?
4. Setelah menghasilkan beberapa tulisan kemarin, apakah anda merasa tambah percaya diri dalam menulis paragraf dalam bahasa Inggris meskipun anda tidak yakin dengan tata bahasanya? Mengapa?
5. Setelah menghasilkan beberapa tulisan kemarin, apakah sekarang anda suka menulis dalam bahasa Inggris? Mengapa?
6. Apakah anda memahami instruksi dalam bahasa Inggris yang sering diucapkan oleh miss Arum? Jika tidak, mengapa?

Angket Tanggapan Belajar Bahasa Inggris Siswa

Petunjuk Pengisian:

Berilah tanda cek (V) pada jawaban yang anda pilih.

Keterangan:

S : setuju

AS : agak setuju

KS : kurang setuju

TS : tidak setuju

No.	Pernyataan	Jawaban			
		S	AS	KS	TS
1	Saya semangat mengikuti pelajaran Bahasa Inggris.				
2	Saya ingin mempunyai buku-buku yang dapat membuat saya lebih tahu tentang Bahasa Inggris.				
3	Saya belajar Bahasa Inggris hanya jika akan ada ulangan.				
4	Saya mempunyai waktu khusus untuk belajar Bahasa Inggris.				
5	Saya mencatat hal-hal penting dalam pelajaran Bahasa Inggris yang dijelaskan guru saat pelajaran berlangsung.				
6	Setiap ada tugas dari guru, saya langsung mengerjakannya.				
7	Saat merasa kesulitan, saya enggan menyelesaikan tugas dari guru.				
8	Saya selalu menjawab pertanyaan guru saat pelajaran Bahasa Inggris.				
9	Saya cenderung diam ketika saya kurang paham dengan penjelasan guru.				
10	Saya suka menulis dalam Bahasa Inggris.				
11	Saya takut ketika ada tugas untuk menulis dalam Bahasa Inggris.				
12	Saya mencoba sebisa mungkin untuk menyelesaikan tugas menulis Bahasa Inggris saya.				
13	Meskipun tidak yakin dengan kebenaran tata bahasanya, saya percaya diri untuk menulis dalam Bahasa Inggris.				

No.	Pernyataan	Jawaban			
		S	AS	KS	TS
14	Saya terkadang tidak mempunyai ide atau gagasan tentang apa yang akan saya tulis dalam Bahasa Inggris.				
15	Saya mempersiapkan materi di rumah yang akan diajarkan guru pada pertemuan berikutnya.				
16	Saya jarang membawa kamus saat pelajaran Bahasa Inggris.				
17	Saat ada kata-kata yang tidak saya mengerti, saya mencoba untuk mengeceknya di kamus.				
18	Saya malu untuk menanyakan hal yang belum saya mengerti kepada guru.				
19	Saya mencoba untuk mendiskusikan dengan teman ketika menemukan pertanyaan yang sulit.				
20	Saya membuka catatan saya kembali ketika tidak paham dengan penjelasan guru.				

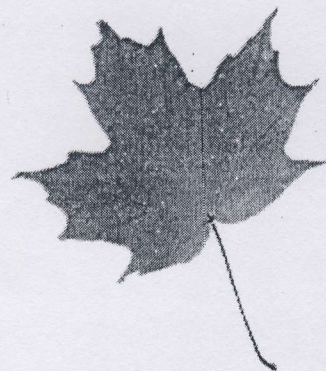
The Result of Questionnaire

Ss	Statements																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	4	3	4	4	4	2	4	3	4	4	3	1	2	4	4	2	4	4	68
2	3	4	4	2	4	3	4	4	1	4	3	4	4	4	1	1	4	2	4	4	64
3	3	4	3	3	4	3	2	3	3	3	2	4	4	1	2	1	4	2	4	4	59
4	4	3	3	3	4	3	2	3	2	3	2	4	3	1	3	1	4	2	4	4	58
5	3	4	2	2	4	3	1	3	2	2	2	4	0	1	3	1	4	2	4	4	51
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Ss	Statements																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
22	4	3	1	2	4	3	1	3	1	2	4	3	4	3	2	1	3	4	4	4	56
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mean	3.53	3.83	2.64	2	3.72	3.11	2.31	2.39	2.39	2.39	2.36	3.89	3.28	1.69	2.53	1.56	3.83	2.56	3.89	3.86	57.75
SD	0.51	0.38	0.99	0.89	0.57	0.67	1.01	0.84	1.05	0.9	1.02	0.32	1.03	0.92	0.88	0.91	0.51	1	0.32	0.35	

ANSWER SHEET

Name	: <u>Nisa Juwita Rahmawati</u>
Std. Number	: <u>26</u>
Class	: <u>I AP₂</u>



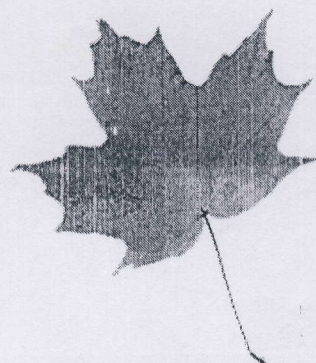
"My Bedroom"

My bedroom is clean, because everyday I usually to woke up cleanliness. In the my bedroom there is a bed, a tabble and some books on the table. Beside the bed, there is a cupboard and the cupboard is not big. I love my bedroom.

Aspect	Score	Score
Content	15	14
Vocabulary	14	14
Spelling	14	14
Punctuation	15	15
Total score	58	57
Corector	Suratmi, Spd.	Arum W.

ANSWER SHEET

Name	:	Margaretha Patri W.N
Std. Number	:	23
Class	:	IAP ₂

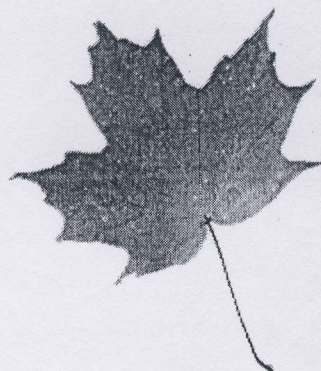


This is my room. In my room I have a computer
 on the table. And I have a cupboard beside my bed.
 between my bed and cupboard found a table make up. And,
 some books in the table. And I have a clock above my cupboard.

Aspect	Score	Score
Content	13	13
Vocabulary	13	14
Spelling	13	14
Punctuation	14	14
Total score	53	55
Corector	Suratmi, S.Pd.	Arum W.

ANSWER SHEET

Name	: <u>Muthara ilham</u>
Std. Number:	<u>24</u>
Class	: <u>1 Ap²</u>



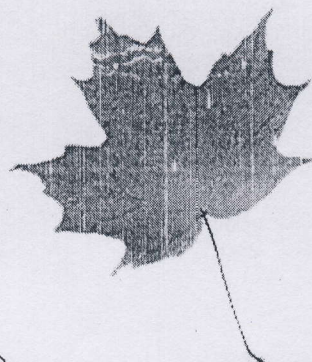
My favorite room

My favorite room in my house is in the livingroom.
 It is beside the diningroom. In the livingroom, I usually
 watch a television or gather with my family.
 In the livingroom there are television, DVD, cabinet,
 table, chairs, pillow, etc.

Aspect	Score	Score
Content	14	14
Vocabulary	14	14
Spelling	14	15
Punctuation	14	15
Total score	56	58
Corector	Suratmi, S.Pd.	Arum W.

ANSWER SHEET

Name	: Anita Zulaikhah
Std. Number	: 02
Class	: IAP ₂



"My Parent Bedroom"

This is my parent's bedroom. The room, beside my bedroom.

In this room many things, such as bed, picture, table, flower, chair, notebook, television etc.

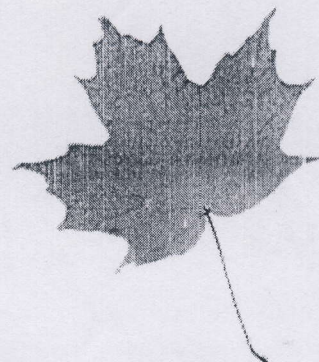
In front of the door is bed, color of the bed is brown. There is a big blanket on the bed. There are two pillows on the bed. There is a small table beside the bed. There is a cup of coffee on the table with a box of chocolate for my father. There is a television, a pen, a book, a notebook, a lamp on the small cupboard. There is a picture above the lamp, the color is white. There is a chair near the cupboard. In the corner is a small table with a sofa. There is a rose flower with a vase, the color of the rose is red, that is my mother favourite flower. There is a big windows near the small table. From my parent bedroom we are can see beautiful view. Such as we are can see tall buildings.

In my parent's bedroom, my small family always chatting after the activity.

Aspect	Score	Score
Content	20	20
Vocabulary	20	18
Spelling	20	18
Punctuation	16	18
Total score	76	74
Corector	Suratmi, S.Pd.	Arum W.

ANSWER SHEET

Name	: Chintammi Kusumaningrum
Std. Number	: 05
Class	: 1 AP ₂

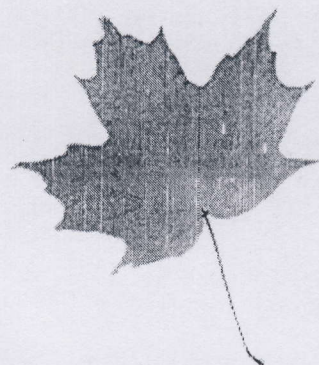
My Apartment Room

Now I'm in Jakarta to have working in Bank Nasinal. I am staying alone in Jakarta Apartment. It is very clean and tidy. There are many things here. There is a bed big with one pillow. Beside bed big, there is table small, on the table, there is a cup coffe, vase and box of chocolate. There is table to working, on the table there is a computer and a laptop. Between the computer and the laptop there is a book with pulpen. There is a lamp on the table. Beside the lamp, there is a telephone. There is a picture on the hole. Beside table there are two sofa with one pillow. Beside the sofa, there is a vase on the table. In my room a big window with are two curtain. I like to call this room as a center of activites. I like to do many things here.

Aspect	Score	Score
Content	20	20
Vocabulary	19	18
Spelling	18	17
Punctuation	20	18
Total score	77	73
Corector	Suratmi, S.Pd.	Arum W.

ANSWER SHEET

Name	: Ina Rahmawati
Std. Number	: 18
Class	: 1 AP 2



My Bedroom

This is my room. I love to stay here. There are many thing inside my room. The color of wall my room is red. Many picture decorate in the room.

The room is very clean. There is a television on the table. Beside television, there is a laptop, lamp and telephone. In front of the lamp there is a chair, and beside chair, there is a sofa, the color a sofa is black.

In front of the sofa, there is a bed, the bed is very big and comfortable. There are pillows on the bed, and I have a blanket on the bed, the color a blanket is red. Beside bed, there is a vase, a cup of tea and a box of biscuit on the table.

My room have some windows, near the windows, there is a mini table and sofa, and there is pillow on the sofa, became sofa very nice. And beside windows, there are curtain. I love my bedroom very much.

Aspect	Score	Score
Content	17	20
Vocabulary	17	18
Spelling	16	18
Punctuation	15	16
Total score	65	72
Corector	Suratmi, S. Pd.	Arum W.

ANSWER SHEET

Name	: ERNI DWI ASTUTI
Std. Number	: 13
Class	: 1 AP 2

My Family

There are four people in my family. They are my father, my mother, my brother, and I. Now, we are busy with our own activities at home.

Now, my father is sitting in a sofa. He is watching some news on tv. There is a snack on the table. There are some pillows on the sofa.

My mother is in the kitchen. She is cooking a fried chicken. There is a gas stove in the kitchen. Beside the gas stove, there is a shelf.

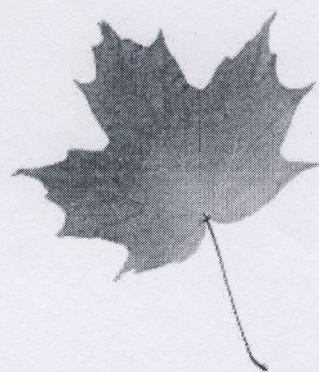
My brother is in the bedroom. He is typing texts in computer. There is a tape recorder beside the computer.

I am in living room. I am sitting in a sofa. There is a flower vase on the table. Beside the flower vase, there is a perfume. It's make fresh and fragrant in living room.

Aspect	Score	Score
Content	21	22
Vocabulary	19	20
Spelling	20	20
Punctuation	21	22
Total score	81	82
Corector	Suratmi, S.Pd.	Arum W.

ANSWER SHEET

Name	: Inung Hardiyati
Std. Number	: 20
Class	: 1 AP 2

MY FAMILY

There are four people in my family. They are my father, my mother, my brother, and I. Now we are busy with our own activities at home.

Now, my father is sitting in the living room. He is reading a newspaper. There is a cup of coffee on the table in front of my father.

My mother is in the kitchen. She is cooking. There is a brazier on the table. There are some spices on the table. There are some vegetables on the table beside the spices. There is a frying pan above the brazier.

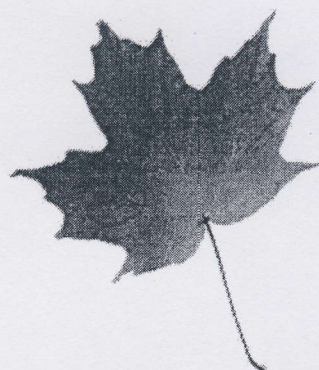
My brother is in the bedroom. He is playing with his friend. There is a laptop on the bed.

I am in my bedroom. I am reading a novel. There are some novel and magazine on the bed.

Aspect	Score	Score
Content	21	23
Vocabulary	21	21
Spelling	21	20
Punctuation	20	20
Total score	83	84
Corector	Suratmi, S.Pd	Arum W.

ANSWER SHEET

Name	: <u>Nisa Juwita Rahmawati</u>
Std. Number	: <u>26</u>
Class	: <u>I AP₂</u>



"My Family"

There are five people in my family. They are my father, my mother, my brother, my sister, and I. We are usually busy with activities at home.

Now, my father is sitting in the living room. He is watching TV. There is a cup of tea on the table beside my father.

My mother is in the kitchen. She is cooking a soup. There are also some celery on the soup.

My brother is in the back yard. He is playing football with his friends. In the corner of back yard, there are two bottle of water.

My sister is in the bedroom. She is playing doll with baby sister. There are some doll on the bed.

I am in my bedroom. I am sitting on the bed and listening the music. There is radio beside cupboard.

Aspect	Score	Score
Content	20	20
Vocabulary	20	20
Spelling	20	20
Punctuation	20	20
Total score	80	80
Corector	Suratmi, S.Pd	Arum W.

The Scores of Students' Writing

No	Name	Pretest			Post Test I			Post Test II		
		R1	R2	x	R1	R2	x	R1	R2	x
1	Anggraita Melati	60	56	58	65	67	66	76	77	76.5
2	Anita Zulaikhah	66	60	63	74	76	75	76	71	73.5
3	Anjas Saputri	60	50	55	73	71	72	76	80	78
4	Asri Nur'aini	63	61	62	70	66	68	80	80	80
5	Chintammi K.	63	60	61.5	73	77	75	80	78	79
6	Dairotul Fitria	62	60	61	69	72	70.5	72	69	70.5
7	Desy Arum Safitri	63	58	60.5	71	71	71	71	71	71
8	Devita Putri K. A.	58	54	56	62	61	61.5	66	60	63
9	Dhani Karmiyati	63	61	62	78	74	76	80	79	79.5
10	Elsa Aprilia N. W.	54	52	53	64	63	63.5	72	70	71
11	Enggal Wasis S.	61	58	59.5	70	67	68.5	82	76	79
12	Erfa Rizky Saida	59	57	58	73	73	73	80	78	79
13	Erni Dwi Astuti	64	60	62	76	76	76	82	81	81.5
14	Fauziah Irfani	63	61	62	68	68	68	80	78	79
15	Fitria Y.	60	60	60	72	70	71	74	72	73
16	Haditya C. N.	59	60	59.5	72	69	70.5	75	73	74
17	Hella K.	59	58	58.5	72	70	71	82	84	83
18	Ina Rahmawati	58	57	57.5	72	65	68.5	77	73	75
19	Indah Ratnasari	64	62	63	71	68	69.5	80	83	81.5
20	Inung Hardiyati	71	68	69.5	83	82	82.5	84	83	83.5
21	Irnawati	59	60	59.5	69	72	70.5	76	74	75
22	Linda Apriyani	62	60	61	69	71	70	74	73	73.5
23	Margaretha R. W.	55	53	54	72	72	72	74	73	73.5
24	Mutiara Ilham	58	56	57	72	69	70.5	78	78	78
25	Naning Tri Utami	58	57	57.5	70	67	68.5	80	80	80
26	Nisa Juwita R.	57	58	57.5	67	68	67.5	80	80	80
27	Nur Hidayah D.	60	59	59.5	74	75	74.5	78	76	77
28	Ruly Atiningsih	60	60	60	70	71	70.5	76	76	76
29	Siti Khasanah	60	60	60	71	74	72.5	72	72	72
30	Sri Islami	66	63	64.5	71	68	69.5	78	73	75.5
31	Tiyas Sari M.	60	57	58.5	73	74	73.5	74	71	72.5
32	Umi Kulsum S.	55	56	55.5	63	62	62.5	72	73	72.5
33	Widyawati Dewi	56	54	55	68	66	67	72	63	67.5
34	Yuli Siswiyanti	58	57	57.5	62	62	62	73	72	72.5
35	Yulia Astiarni	57	58	57.5	83	83	83	82	83	82.5
36	Zuliani Lestari	60	59	59.5	63	61	62	73	76	74.5

Result	Pretest			Post Test I			Post Test II		
	R1	R2	x	R1	R2	x	R1	R2	x
Mean	60.31	58.33	59.319	70.69	70.03	70.36	76.58	75.25	75.917
Median	60	58.5	59.5	71	70	70.5	76	76	75.75
Modus	60	60	59.5	72	71	70.5	80	73	79
Standard Deviation	3.463	3.295	3.1963	4.851	5.272	4.921	4.059	5.337	4.5474

Note:

R1 =

Rater 1

(Arum)

R1 = Rater 2

(Suratmi, S.Pd.)

x = mean

Writing Rubric
Adapted from Weigle (2002:116)

Aspects	Score	Criteria
Content	21-25	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	16-20	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	10-15	FAIR TO POOR: limited knowledge of subject, little substance, inadequate to development of topic.
	6-10	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
Vocabulary	21-25	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	16-20	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i> .
	6-10	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Spelling	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, no error of spelling.
	16-20	GOOD TO AVERAGE: occasional errors of spelling, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: frequent error of spelling, <i>but meaning not obscured</i> .
	6-10	VERY POOR: no mastery conventions, dominated by errors of spelling, OR not enough to evaluate.
Punctuation	21-25	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of punctuation and capitalization.
	16-20	GOOD TO AVERAGE: occasional errors of punctuation, capitalization, <i>but meaning not obscured</i> .
	10-15	FAIR TO POOR: frequent errors of punctuation and capitalization, poor handwriting, <i>meaning confused or obscured</i> .
	6-10	VERY POOR: no mastery conventions, dominated by errors of punctuation and capitalization, handwriting illegible, OR not enough to evaluate.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.723	20

Item Statistics

	Mean	Std. Deviation	N
butir_1	3.5806	.50161	31
butir_2	3.8065	.47745	31
butir_3	2.9032	.74632	31
butir_4	2.4194	.67202	31
butir_5	3.6452	.60819	31
butir_6	3.4516	.62390	31
butir_7	2.8387	.82044	31
butir_8	2.7419	.72882	31
butir_9	2.4194	.84751	31
butir_10	2.4839	.88961	31
butir_11	2.7742	.92050	31
butir_12	3.8065	.40161	31
butir_13	3.3548	.70938	31
butir_14	1.8710	.88476	31
butir_15	2.5484	.80989	31
butir_16	2.1613	.96943	31
butir_17	3.7419	.57548	31
butir_18	2.8065	.87252	31

butir_19	3.7419	.44480	31
butir_20	3.8387	.37388	31

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
butir_1	57.3548	30.437	.381	.708
butir_2	57.1290	31.783	.146	.722
butir_3	58.0323	30.299	.236	.717
butir_4	58.5161	29.525	.386	.704
butir_5	57.2903	29.880	.383	.705
butir_6	57.4839	30.591	.263	.714
butir_7	58.0968	28.557	.407	.700
butir_8	58.1935	28.161	.530	.690
butir_9	58.5161	30.458	.173	.724
butir_10	58.4516	26.989	.543	.684
butir_11	58.1613	28.940	.304	.711
butir_12	57.1290	31.916	.158	.721
butir_13	57.5806	29.118	.415	.701
butir_14	59.0645	32.596	-.058	.748
butir_15	58.3871	29.045	.355	.706
butir_16	58.7742	30.247	.151	.730
butir_17	57.1935	30.161	.364	.707
butir_18	58.1290	28.449	.385	.702
butir_19	57.1935	31.495	.221	.718
butir_20	57.0968	31.957	.165	.721

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
60.9355	32.796	5.72675	20

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
rater_1	60.3056	3.46261	36
rater_2	58.3333	3.29502	36

Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	36	36
rater_2	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		pre_test	post_test1	post_test2
Normal Parameters ^{a, b}	N	36	36	36
	Mean	59.3194	70.3611	75.9167
	Std. Deviation	3.19632	4.92169	4.54737
Most Extreme Differences	Absolute	.090	.115	.112
	Positive	.090	.115	.064
	Negative	-.090	-.093	-.112
	Kolmogorov-Smirnov Z	.541	.690	.673
	Asymp. Sig. (2-tailed)	.932	.728	.755

a. Test distribution is Normal.

b. Calculated from data.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	59.3194	36	3.19632	.53272
	post_test1	70.3611	36	4.92169	.82028
Pair 2	post_test1	70.3611	36	4.92169	.82028
	post_test2	75.9167	36	4.54737	.75789

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test & post_test1	36	.484	.003
Pair 2	post_test1 & post_test2	36	.535	.001

Paired Samples Test

		Paired Differences		
		Mean	Std. Deviation	Std. Error Mean
Pair 1	pre_test - post_test1	-11.04167	4.38239	.73040
Pair 2	post_test1 - post_test2	-5.55556	4.57755	.76293

Paired Samples Test

		Paired Differences				
		95% Confidence Interval of the Difference				
		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre_test - post_test1	-12.52445	-9.55888	-15.117	35	.000
Pair 2	post_test1 - post_test2	-7.10438	-4.00674	-7.282	35	.000

PHOTOGRAPHS



Code: P-01

Picture 1: One of the students is motivated to write a sentence about a picture.



Code: P-02

Picture 2: The students are enthusiastic pouring the ideas about a picture.



Code: P-03

Picture 3: The students are seriously doing the task of punctuation and capitalization.



Code: P-04

Picture 4: The students play picture games.



Code: P-05

Picture 5: One of the students makes an outline about a picture in front of the class.



Code: P-06

Picture 6: The students work cooperatively and they are enthusiastic to win the game.



PERMOHONAN IJIN PENELITIAN

FRM/FBS/34-00
31 Juli 2008

Nomor : 1044/H-3412/PBI/IX/10

Yogyakarta, 1 Oktober 2010

Lampiran :

Hal : Permohonan Ijin Penelitian

Kepada Yth.

Dekan

u.b. Pembantu Dekan I

Fakultas Bahasa dan Seni UNY

Bersama ini kami kirimkan nama mahasiswa FBS UNY Jurusan/Program Studi Pendidikan B. Inggris yang mengajukan permohonan ijin penelitian untuk keperluan penyusunan Tugas Akhir lengkap dengan deskripsi keperluan penelitian tersebut sebagai berikut.

1. Nama : Arum Wahyuningsih
2. NIM : 06202241049
3. Jurusan/Program Studi : Pendidikan Bahasa Inggris
4. Alamat Mahasiswa : Srumbung RT03 /IX, Srumbung, Magelang.
5. Lokasi Penelitian : SMK Negeri I Tempel
6. Waktu Penelitian : Oktober - November 2010
7. Tujuan dan maksud Penelitian : Penyelesaian Tugas Akhir
8. Judul Tugas Akhir : Improving Students' Writing Skill through Picture Series Media in
9. Pembimbing : 1. Suharso, M.Pd. ↳ the First Grade of Office Administrati
2. Basikin, S.Pd., M.Phil Class of SMK Negeri I Tempel.

Demikian permohonan ijin tersebut untuk dapat diproses sebagaimana mestinya.

Ketua Jurusan,

Drs. Samsul Maarif, M.A.

NIP 19530423 197903 1 004



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI.YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/35-00

31 Juli 2008

Nomor : 1934/H.34.12/PP/XII/2010
Lampiran : --
Hal : Permohonan Izin Penelitian

27 Desember 2010

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

Improving Students' Writing Skill Through Picture Series Media in First Grade of Office Administration Class of SMK Negeri 1 Tempel

Mahasiswa dimaksud adalah .

Nama : ARUM WAHYUNINGSIH
NIM : 06202241049
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMK Negeri 1 Tempel, Sleman
Waktu Penelitian : Bulan Desember 2010 s.d. Februari 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/7132/V/2010

Membaca Surat : Dekan Fak. Bahasa dan Seni UNY Yogyakarta

Nomor : 1476/H.34.12/PP/IX/2010

Tanggal Surat : 27 Desember 2010

Perihal : Perpanjangan Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : ARUM WAHYUNINGSIH NIP/NIM : 06202241049
Alamat : Karang Malang Yogyakarta
Judul : IMPROVING STUDENTS' WRITING SKILL THROUGH PICTURE SERIES MEDIA IN FIRST GRADE OF OFFICE ADMINISTRATION CLASS OF SMK NEGERI 1 TEMPEL

Lokasi : Kabupaten SLEMAN.

Waktu : 3 (tiga) bulan.

Mulai tanggal : 28 Desember 2010 s/d 28 Maret 2011

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 28 Desember 2010

An. Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati SLEMAN cq Bappeda
3. Ka Dinas DIKPORA Prov. DIY.
4. Dekan Fak. Bahasa & Seni UNY Yogyakarta
5. Yang bersangkutan





PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(**BAPPEDA**)

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800. E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0 / Bappeda/ 2584 / 2010

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor: 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor: 070/7132/V/2010 Tanggal: 28 Desember 2010. Hal : Perpanjangan Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : **ARUM WAHYUNINGSIH**
No. Mhs/NIM/NIP/NIK : 06202241049
Program/ Tingkat : S1
Instansi/ Perguruan Tinggi : U N Y
Alamat Instansi/ Perguruan Tinggi : Kampus Karangmalang, Yogyakarta
Alamat Rumah : Srumbung RT 03 / IX Srumbung, Magelang, Jateng
No. Telp/ Hp : 08562561292
Untuk : Mengadakan penelitian dengan judul:
**"IMPROVING STUDENTS' WRITING SKILL THROUGH
PICTURE SERIES MEDIA IN FIRST GRADE OF OFFICE
ADMINISTRATION CLASS OF SMK NEGERI 1 TEMPEL"**
Lokasi : SMK N 1 Tempel
Waktu : Selama 3 (tiga) bulan mulai tanggal: 28 Desember 2010 s/d
28 Maret 2011.

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
5. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 29 Desember 2010

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Tempel
6. Ka. SMK N 1 Tempel
7. Dekan Fak. Bahasa dan Seni – UNY.
8. Pertiinggal

A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi
u.b.
Ka. Sub Bid. Litbang

SRI NURHIDAYAH, S.Si, MT
Penata Tk. I, III/d
NIP. 19670703 199603 2 002



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SEKOLAH MENENGAH KEJURUAN NEGERI 1 TEMPEL
BIDANG STUDI KEAHLIAN BISNIS DAN MANAJEMEN

Jalan Magelang Km 17 Tempel Sleman, Yogyakarta 55552
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SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 421.4 /200

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan Negeri 1 Tempel Kabupaten Sleman menerangkan bahwa :

Nama : ARUM WAHYUNINGSIH
NIM : 06202241049
Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
TTL : Magelang, 27 Juli 1988

Benar-benar telah melaksanakan penelitian/mencari data dalam rangka menyusun Skripsi yang berjudul "*Improving Students Writing Skill Through Picture Media in First Grade of Office Administration 2 of SMK Negeri 1 Tempel* " selama 3 bulan mulai 28 Desember 2010 s.d. 28 Maret 2011

Demikian Surat Keterangan ini dibuat dengan sesungguhnya, dan dapat dipergunakan sebagaimana mestinya.

Tempel, 02 April 2011

Kepala Sekolah,



Dra. Nuning Sulastri

NIP 19610828 198803 2 010